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ENGLISH



Study Material

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PARTS OF SPEECH AT A GLANCE

Part of Speech	Function or "Job"	Example Words	Example Sentences
Noun	person, place or thing	book, pen, Suresh, Mumbai, honesty, knowledge	1) Kiran Kumar is the Chief minister of Andhra Pradesh. 2) Knowledge is a weapon.
Pronoun	replaces a noun	I, you, he, she, some	1) Mahesh is a clever boy. He always gets first rank. 2) Hyderabad is a big city. It is the capital of Andhra Pradesh.
Verb	action or state	(to) be, have, do, like; work, sing, can, must	1) She bought a car. 2) Sachin is a great player.
Adjective	describes a noun or a pronoun	a/an, the, 69, some, good, big, red, well, interesting	1) Ravi is an innocent boy. 2) Vizag is a beautiful city.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	1) He walks slowly. 2) She drove fast.
Preposition	links a noun to another word	to, at, after, on, with, by	1) He was born in a village. 2) I am afraid of dogs.
Conjunction	joins clauses or sentences or words	and, but, or	1) Hari and Gini are friends. 2) Naveen is poor but he is honest.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, alas! Hurrah! Wow!	1) Ouch! That hurts! 2) Hi! How are you? 3) Well, I don't know.

Speech అనగా భాష. భాష యొక్క ముఖ్య ప్రయోజనము మన మనసులోని భావములను మాటలలో గాని, వ్రాతలలోగాని ఇతరులకు చెప్పగలగడం. మనము మాట్లాడునప్పుడు గాని, వ్రాయునప్పుడు గాని మన భావములను వాక్యములలో చెబుతాము. Sentence is the unit of thought. వాక్యములు మాటలతో ఏర్పడతాయి. ఒక వాక్యములో అవి చేయు పనిని బట్టి మాటలను 8 రకములుగా విభజించారు. వీటికి parts of speech (భాషాభాగములు) అని పేరు. అవి :

- 1) NOUN - నామవాచకము
- 2) PRONOUN - సర్వనామము
- 3) VERB - క్రియ
- 4) ADJECTIVE - విశేషణము
- 5) ADVERB - క్రియా విశేషణము
- 6) PREPOSITION - విభక్తి లేక విభక్త్యర్థకము
- 7) CONJUNCTION - సముచ్చయము
- 8) INTERJECTION - ఆశ్చర్యార్థకము

Now let's learn about them :

- Noun (నామవాచకము) :** A noun is the name of a person, place, animal or thing.
పేర్లను తెలుపు పదము.
Ex : Boy, Bangalore, Tiger, Book etc.
- Pronoun (సర్వనామము) :** A Pronoun is a word used instead of a noun, so that the noun need not be repeated again and again.
నామవాచకమునకు బదులుగా వాడబడే పదము.
Ex : He, she, they, it etc.
- Verb (క్రియ) :** A verb is a word which expresses "doing, being or possessing".
పనులను, స్థితులను, కలిగియుండుటను తెలియజేయు మాటలు verbs అనబడును.
Ex : Rama walks.
The pen is black.
I have a book.
- Adjective (విశేషణము) :** An adjective qualifies a noun and it tells about the quality, number etc., of the noun.
నామవాచకము యొక్క లక్షణములను (రంగు, రుచి, సంఖ్య మొదలగునవి) తెలుపు పదము.
Ex : White, short, good, one, several etc.
- Adverb (క్రియా విశేషణము) :** An adverb modifies (To tell the mode or manner) a verb or an adjective or another adverb. (How, where, when and to what degree)
పనులను గురించి విశేషించి లేక విశదీకరించి చెప్పు పదము.
Ex : Quickly, slowly, now, ago, daily, yesterday, already, again, seldom, away, hence etc.
- Preposition (విభక్తి ప్రత్యయము) :** A preposition denotes the relationship of a noun or pronoun with other objects in a sentence.
కర్త లేక కర్మ స్థితిని తెలుపును. లింగ, వచన, విభక్తి లేనిది.
Ex : On, in, into, through, of, from etc.
- Conjunction (సముచ్చయము) :** A conjunction joins two words, two phrases or two sentences.
రెండు పదములను గాని, రెండు phrases లను గాని, రెండు వాక్యములను గాని కలుపు పదము.
Ex : And, but, if, either- or, neither- nor, not only- but also etc.
- Interjection (అశ్చర్యార్థకము) :** An Interjection is a word which expresses some sudden and strong feeling such as joy, surprise, sorrow, fear etc.
హఠాత్తుగా మనసులో కలుగు సంతోషమునుగాని, అశ్చర్యమును గాని, విచారమునుగాని, భీతినిగాని తెలియజేయు మాటలు Interjections (భావోద్దేక ప్రకటనార్థములు) అనబడును. Ex : Ah! Oh! Alas! Hurrah! Ho! etc.

PRACTICE TEST

Identify the part of speech of the underlined part in the following sentences.

- She looks sad.
a) verb
b) adjective
c) adverb
d) noun
- It weighs about a pound.
a) noun
b) verb
c) adjective
d) adverb

- I heard a noise from the inside.
a) verb
b) adverb
c) noun
d) preposition
- I studied hard but I failed.
a) verb
b) conjunction
c) noun
d) adjective
- He covered the child tenderly.
a) verb
b) adjective
c) adverb
d) noun

TENSES AT A GLANCE

Sl. No.	Tense	Subject	Verb Form	Example	Clue words
01	Simple Present	I / You / We / They He / She / It	V1 (Base form of the verb) V1 + s / es / ies	I write	always, daily, everyday, frequently, generally, never, often, rarely, He writes regularly, seldom, usually etc.
02	Present continuous	I You / We / They He / She / It I / You / We / They He / She / It	am are is have has	I am writing You are writing He is writing I have written He has been writing	Look! Listen! Now at present, Presently, don't disturb, etc.
03	Present perfect	I / You / We / They He / She / It	V3 (Past participle)	I have been writing	just, just now, yet, this morning, a moment ago etc.,
04	Present perfect continuous	I / You / We / They He / She / It	been + 'V1 + ing' has	He has been writing	Since, For Since denotes the point of time Since Monday, since 2 p.m since 1999 etc. For denotes the period of time for two days, for four years, for three hours etc.
05	Simple past	I / You / We / They / He / She / It (Any subject)	V2 (Past form of the verb)	I wrote	Yesterday, last year, ago, in 1947 (any past year), The shorter of the two past actions happened at the same time (or) the latter of the two past actions happened one after another
06	Past continuous	You / We / They I / He / She / It	V1 + ing were was	You were writing He was writing	The whole yesterday, the whole Sunday, at 5 p.m. last Monday The longer of the two past actions happened at the same time.
07	Past perfect		had + V3	I had written	The earlier of the two past actions happened one after another.
08	Past perfect continuous		had + been + 'V1 + ing'	I had been writing	—
09	Simple future	I / You / We / They / He / She / It (Any subject)	will + V1	I will write	tomorrow, next week, in 2020 (any future year) etc.
10	Future continuous		will + be + 'V1 + ing'	I will be writing	tomorrow at 5 p.m
11	Future perfect		will + have + V3	I will have written	by tomorrow, by next week by 2020 (by + any future year) etc.
12	Future perfect continuous		Will + have + been + 'V1 + ing'	I will have been writing	—

Tense is a change in the form of the Verb. It shows the time of an action or event.

Tense అనగా verb యొక్క కాలము (time) ను సూచించు రూపము. కాలములు ప్రధానంగా మూడు. అవి

- 1) జరుగుచున్న కాలము (Present Tense),
 - 2) జరిగిపోయిన కాలము (Past Tense),
 - 3) జరుగబోవు కాలము లేక భవిష్యత్కాలము (Future Tense)
- ★ ఒక verb ఒక పని ప్రస్తుత కాలములో జరుగుచున్నదని సూచించిన ఆ verb present tense లో నున్నదందురు.
- ★ ఒక verb ఒక పని గతించిన కాలములో జరిగినదని సూచించిన ఆ verb past tense లో నున్నదందురు.
- ★ ఒక verb ఒక పని రానున్న కాలములో జరుగనున్నదని సూచించిన ఆ క్రియ future tense లో నున్నదందురు.
- ఈ మూడు tense ఒక్కొక్కటి నాలుగు విధములుగా విభజించబడినవి.

- a) Indefinite Tense
- b) Continuous Tense
- c) Perfect Tense
- d) Perfect Continuous Tense

అంటే మొత్తం 12 tense లు అన్నమాట.

- 1) Present Indefinite Tense
- 2) Present Continuous Tense
- 3) Present Perfect Tense
- 4) Present Perfect Continuous Tense
- 5) Past Indefinite Tense
- 6) Past Continuous Tense
- 7) Past Perfect Tense
- 8) Past Perfect Continuous Tense
- 9) Future Indefinite Tense
- 10) Future Continuous Tense
- 11) Future Perfect Tense
- 12) Future Perfect Continuous Tense

Now, we shall learn about them in detail.

1. Present Indefinite Tense :

(I, II person singular (ఏకవచనం), plural బహువచనం మరియు III person plural (బహువచనం) లకు verb మొదటి రూపం వస్తుంది.. III person singular (ఏకవచనం) కి verb మొదటిరూపానికి s లేక es చేరుతుంది.

Ex : I eat.	He eats.
You eat.	She eats.
We eat.	It eats.
They eat.	Ravi eats.

2. Present Continuous Tense :

(Verb కి ing ఉండును, am లేక is లేక are వచ్చును.)

Ex : I am eating.	He is eating.
You are eating.	She is eating.
We are eating.	It is eating.
They are eating.	Ravi is eating.

3. Present Perfect Tense :

(దీనిలో has లేక have వచ్చును. verb కి మూడవ రూపము వాడవలెను. పని ఇప్పుడే పూర్తి అయినదని తెలుపును.

Ex : I have eaten.	He has eaten.
You have eaten.	She has eaten.
We have eaten.	It has eaten.
They have eaten.	Ravi has eaten.

4. Present Perfect Continuous Tense

(దీనిలో has లేక have, been వచ్చును,, verb కి ing ఉండును)

Ex : I have been eating. He has been eating.
You have been eating. She has been eating.
We have been eating. It has been eating.
They have been eating. Ravi has been eating.

5. Past Indefinite Tense :

(Verb రెండవ (past) రూపములో ఉండవలెను.)

Ex : I ate. He ate.
You ate. She ate.
We ate. It ate.
They ate. Ravi ate.

6. Past Continuous Tense

(was లేక were వచ్చును, verb కి ing వచ్చును.)

Ex : I was eating. He was eating.
(ఇది exception)
You were eating. She was eating.
We were eating. It was eating.
They were eating. Ravi was eating.

7. Past Perfect Tense :

(దీనిలో had వచ్చును, verb కి మూడవ రూపము వచ్చును.)

Ex : I had eaten. He had eaten.
You had eaten. She had eaten.
We had eaten. It had eaten.
They had eaten. Ravi had eaten.

8. Past Perfect Continuous Tense :

(దీనిలో had, been, verb కి ing వచ్చును.)

Ex : I had been eating. He had been eating.
You had been eating. She had been eating.
We had been eating. It had been eating.
They had been eating. Ravi had been eating.

9. Future Indefinite Tense :

(దీనిలో will గాని, shall గాని వచ్చును.)

Ex : I will eat. He will eat.
You will eat. She will eat.
We will eat. It will eat.
They will eat. Ravi will eat.

10. Future Continuous Tense :

(దీనిలో will గాని, shall గాని వచ్చి, be వచ్చి, verb కి ing వచ్చును.)

Ex : I will be eating. He will be eating.
You will be eating. She will be eating.
We will be eating. It will be eating.
They will be eating. Ravi will be eating.

11. Future Perfect Tense :

(దీనిలో will గాని shall గాని వచ్చి, have వచ్చి, verb కి మూడవ రూపము వచ్చును)

Ex : I will have eaten.

He will have eaten.

You will have eaten.

She will have eaten.

We will have eaten.

It will have eaten.

They will have eaten.

Ravi will have eaten.

12. Future Perfect Continuous Tense :

(దీనిలో will గాని shall గాని వచ్చి, have been వచ్చి, verb కి ing వచ్చును.)

Ex : I will have been eating.

He will have been eating.

You will have been eating.

She will have been eating.

We will have been eating.

It will have been eating.

They will have been eating.

Ravi will have been eating.

USES OF TENSE :

1. Present Indefinite Tense is used :

i) To express habitual actions (అలవాటు).

Eg. : He takes a walk every evening

ii) To express general truths (ఎల్లకాలములందు సత్యములగు విషయములను తెలుపుటకు)

Eg : 1) Honesty is the best policy

2) The Sun rises in the east.

iii). అప్పుడు జరుగుచున్న విషయమును తెలుపుటకు Eg : Look, how it flies !

iv) Present ఒక్కొక్క సందర్భమును బట్టి భవిష్యత్ కాలమును కూడా సూచించును.

Eg : 1) We go on an excursion next week.

2) I begin my studies tomorrow.

v) Historic present. చరిత్రలో జరిగిన ఒక సంఘటనను కంటికి కట్టినట్టుగా వర్ణించునపుడు past tense కు బదులు present tense ను వాడుదురు.

Eg : Shivaji now rushes sword in hand at Shaistakhan. దీనినే Historic present అందురు.

2. Present Continuous Tense : ఇప్పుడు జరుగుచూ ఉన్న పనిని తెలుపును. దీనిని Present Imperfect అని కూడా అందురు..

Eg : Sita is bringing tea. (సీత టీ తీసుకొని వచ్చుచున్నది.)

3. Present Perfect Tense :

1. ఇప్పుడే పూర్తి అయిన పనిని గురించి చెప్పునప్పుడు (ఇది Past కి, Present కి సంబంధించిన Tense అనునది మరువకూడదు)

Eg : 1) Gopal has done it. (గోపాల్ ఆ పనిని ఇప్పుడే చేసియున్నాడు.)

2) They have (just) finished the work.

3) I have finished it already.

4) I have arrived this morning.

2. ఇప్పటివరకు జరిగిన పనిని తెలుపునప్పుడు

Eg : They have lived here for ten years.

4. Present Perfect Continuous Tense : భూత కాలములో మొదలిడిన పని ఆ క్షణము వరకు జరుగుచున్నప్పుడు దీనిని వాడవలెను.

Eg : I have been waiting for three hours to see you.

Suguna has been preparing it for the last ten days.

5. Past Indefinite Tense : ఇది గడచిపోయిన పనిని తెలియజేయును.

Eg : 1) I went to Chennai in 2004.

2) He left for his village yesterday.

3) Milton wrote 'Paradise Lost'

6. **Past Continuous Tense** : (దీనిని Past Imperfect అని కూడా అందురు.)

Eg : When I went to him yesterday, he was taking food.

భూతకాలములో ఒకానొక సమయములో జరుగుచూ వున్న పనిని తెలుపునప్పుడు ఈ Tense ను వాడుదురు.

7. **Past Perfect Tense** : (దీనిని Pluperfect అని కూడా అందురు)

Eg : 1) By the time I went to the bus station the bus had left.

2) When the rain had stopped we came out.

Note : When there are two past actions the action that was completed first is put in the Past Perfect and the second action is put in the Past Indefinite Tense.

8. **Past Perfect Continuous Tense** : ఇది ఎక్కువగా వాడుకలో లేదు. Main Clause గాని Subordinate Clause గాని Past Indefinite లో ఉండవలెను.

Eg : 1) When he died he had been teaching music.

2) He got annoyed at the end as they had been scolding him for everything.

3) David felt tired at the end of the day for he had been working all through the day.

రెండు Past Actions ఉండి ఒకదాని వలన కలిగిన ఫలితము రెండవది అయినప్పుడు Past Perfect Continuous కు వాడాలి.

Eg : The wife and husband had been quarrelling for two years before they finally took divorce.

9. **Future Indefinite Tense** : దీనిని Simple Future Tense అని కూడా అందురు. జరుగబోవు పనిని తెలుపునప్పుడు దీనిని వాడవలెను.

Eg : I shall see him tomorrow. (నేను అతనిని రేపు చూడబోయెదను)

10. **Future Continuous Tense** : దీనిని Future Imperfect అని కూడా అందురు. భవిష్యత్కాలములో ఒకానొక సమయమున జరుగబోవు పనిని తెలుపునప్పుడు దీనిని వాడవలెను.

Eg : I shall be completing the work, when you visit me tomorrow.

(నీవు రేపు నా వద్దకు వచ్చుసరికి నేను ఆ పనిని పూర్తిచేస్తూ ఉంటాను.)

11. **Future Perfect Tense** :

1) భవిష్యత్కాలములో ఒకానొక సమయమందు పూర్తికాబోవు పనిని తెలుపునప్పుడు దీనిని వాడవలెను.

Eg. : I shall have finished the work by the end of next month.

(వచ్చే నెలాఖరుకి నేను ఆ పనిని పూర్తి చేసి ఉంటాను)

2) భవిష్యత్కాలములో ఒకానొక సమయమందు ఒక పనిని మొదలుపెట్టబోవునప్పుడు, ఇంకొక పని పూర్తి కాబోవు సందర్భములో దీనిని వాడవలెను.

Eg : The students will have learnt a lesson only, when they follow their teacher's advice.

విద్యార్థులు వారి ఉపాధ్యాయుని సలహా పాటించినట్లయితే వారు ఉపయోగమైన పాఠమును నేర్చుకొని ఉండి ఉంటారు.

12. **Future Perfect Continuous Tense** : ఇది వాడుకలో లేదు.

Eg : I shall have been writing my letters by the time when they will be going through my books.

CONDITIONAL SENTENCES

In these sentences, there are two parts. They are 1) 'if' clause, 2) the main clause
Conditional Sentences are of 3 kinds :

1) Open condition, 2) Unreal condition, 3) Impossible condition

1) **Open (Probable) Condition** :

It tells us that something will happen if the condition is fulfilled. Here the condition may not be fulfilled

ఇది ఒక పని జరుగుటకు ఒక షరతు నెరవేరవలెనని చెప్పును. కాని ఆ షరతు నెరవేరవచ్చును లేక నెరవేరకపోవచ్చును.

ఈ condition లో 'if' clause లో Simple Present Tense, main clause లో will/shall/can/may వాడబడతాయి.

Ex : 1) If he comes, we may go to the film.

2) If you read well, you will pass.

2) Unreal (Improbable) Condition :

It indicates an action which is unlikely to happen or which is purely imaginary.

ఇది చాలా వరకు జరుగని పనిని / పూర్తిగా ఊహకు సంబంధించిన పనిని తెలియజేయును.

ఈ condition లో 'if' clause లో Simple Past Tense మరియు main clause లో would / should / could / might వాడబడతాయి.

Ex : 1) If she wrote well, she would get the first rank.

2) If I were the minister, I would give jobs to all the unemployed.

3) Impossible (Unfulfilled) Condition :

It indicates an action which did not take place because a certain condition was not fulfilled.

ఒక షరతు నెరవేరలేదు కనుక పని జరుగలేదని సూచించును.

ఈ condition లో 'if' clause లో Past Perfect Tense మరియు main clause లో would have / should have / could have / might have వాడబడతాయి.

Ex : 1) If he had gone there, he would have got the job.

2) If they had worked hard, they would have passed.

Tenses in Conditional Clauses

Type	Verb form in If Clause	Verb form in Main Clause	Result
I	Simple Present(V1) If you work hard,	Simple Future (will+V1) you will pass	Possible to happen
II	Simple Past(V2) If you worked hard,	would +V1 you would pass	Improbable
III	Past Perfect(had+V3) If you had worked hard,	would + have + V3 you would have passed	Unfulfilled/Impossible

CONJUGATION OF VERBS

1. REGULAR VERBS

PRESENT TENSE V1		PAST TENSE V2		PAST PARTICIPLE V3
1. Ask	(అస్క్) అడుగు	Asked	(అస్క్డ్)	Asked
2. Attend	(అటెన్డ్) హాజరగు	Attended	(అటెన్డెడ్)	Attended
3. Agree	(అగ్రీ) అంగీకరించు	Agreed	(అగ్రీడ్)	Agreed
4. Advise	(అడ్వైజ్) సలహాఇచ్చు	Advised	(అడ్వైజ్డ్)	Advised
5. Achieve	(అచీవ్) సాధించు	Achieved	(అచీవ్డ్)	Achieved
6. Arrive	(అరైవ్) వచ్చి చేరు	Arrived	(అరైవ్డ్)	Arrived
7. Argue	(ఆర్గ్యు) వాదించు	Argued	(ఆర్గ్యుడ్)	Argued
8. Absorb	(అబ్సార్ప్) పీల్చుకొను / గ్రహించు	Absorbed	(అబ్సార్ప్డ్)	Absorbed
9. Answer	(ఆన్సర్) జవాబు చెప్పు	Answered	(ఆన్సర్డ్)	Answered
10. Admire	(అడ్మైర్) మెచ్చుకొను	Admired	(అడ్మైర్డ్)	Admired
11. Appreciate	(అప్రిషియేట్) ప్రశంసించు	Appreciated	(అప్రిషియేట్డ్)	Appreciated
12. Act	(యాక్ట్) నటించు	Acted	(యాక్టెడ్)	Acted
13. Admit	(అడ్మిట్) చేర్చు/ఒప్పుకొను	Admitted	(అడ్మిట్డ్)	Admitted
14. Announce	(అనౌన్స్) ప్రకటించు	Announced	(అనౌన్స్డ్)	Announced
15. Adorn	(అడోర్న్) అలంకరించు	Adorned	(అడోర్న్డ్)	Adorned
16. Abuse	(అబ్యూజ్) తిట్టు	Abused	(అబ్యూజ్డ్)	Abused
17. Assert	(ఆసర్ట్) అలంకరించు	Asserted	(ఆసర్ట్డ్)	Asserted
18. Ascertain	(అసర్టైన్) పరిశీలించి తెలుసుకొను	Ascertained	(అసర్టైన్డ్)	Ascertained

19. Appeal	(అపీల్) విజ్ఞప్తిచేయు
20. Accuse	(అక్యుజ్) నిందమోపు
21. Bother	(బాదర్) బాధపడు
22. Boil	(బాయిల్) ఉడుకు
23. Believe	(బిలీవ్) నమ్ము
24. Behave	(బిహేవ్) ప్రవర్తించు
25. Boast	(బోస్ట్) గొప్పలు చెప్పుకొను
26. Board	(బోర్డ్) వాహనంలోనికి ఎక్కు
27. Bless	(బ్లెస్) దీవించు
28. Burn	(బర్న్) కాలిపోవు
29. Change	(చేంజ్) మారు/మార్పు
30. Cheat	(చీట్) మోసంచేయు
31. Congratulate	(కంగ్రాచ్యులేట్) అభినందించు
32. Contest	(కన్టెస్ట్) పోటీచేయు
33. Conquer	(కాన్క్వర్) జయించు
34. Call	(కాల్) పిలుచు
35. Celebrate	(సెలబ్రేట్) పండుగచేసుకొను
36. Cook	(కుక్) వండు
37. Concentrate	(కాన్సెన్ట్రేట్) ఏకాగ్రతతో చేయు
38. Create	(క్రియేట్) సృష్టించు
39. Convey	(కన్వే) తెలియజేయు
40. Close	(క్లోజ్) మూయు
41. Clean	(క్లీన్) శుభ్రము చేయు
42. Cancel	(క్యాన్సిల్) రద్దుచేయు
43. Construct	(కన్స్ట్రక్ట్) నిర్మించు
44. Cause	(కాజ్) కారణమగు
45. Conduct	(కన్డక్ట్) నిర్వహించు
46. Climb	(క్లయింబ్) ఎక్కు
47. Consider	(కన్సిడర్) పరిశీలించు
48. Conceive	(కన్సీవ్) ఊహించు/అనుకొను
49. Continue	(కంటిన్యూ) కొనసాగించు
50. Chant	(చాన్ట్) వల్లించు, ఉచ్చరించు
51. Collect	(కలెక్ట్) సేకరించు
52. Collapse	(కొలాప్స్) పడిపోవు
53. Compare	(కంపేర్) పోల్చు
54. Complete	(కంప్లీట్) పూర్తిచేయు
55. Cure	(క్యూర్) నయమగు
56. Curse	(కర్స్) శపించు, తిట్టు
57. Connect	(కనెక్ట్) చేర్చు
58. Consult	(కన్సల్ట్) సంప్రదించు
59. Criticise	(క్రిటిసైజ్) విమర్శించు
60. Correct	(కరెక్ట్) సరిచేయు
61. Cry	(క్రై) ఏడ్చు / అరచు

Appealed	(అపీల్డ్)	Appealed
Accused	(అక్యుజ్డ్)	Accused
Bothered	(బాదర్డ్)	Bothered
Boiled	(బాయిల్డ్)	Boiled
Believed	(బిలీవ్డ్)	Believed
Behaved	(బిహేవ్డ్)	Behaved
Boasted	(బోస్టేడ్)	Boasted
Boarded	(బోర్డ్డ్)	Boarded
Blessed	(బ్లెస్డ్)	Blessed
Burned	(బర్న్డ్)	Burned/burnt
Changed	(చేంజ్డ్)	Changed
Cheated	(చీటిడ్)	Cheated
Congratulated	(కంగ్రాచ్యులేటిడ్)	Congratulated
Contested	(కన్టెస్టేడ్)	Contested
Conquered	(కాన్కర్డ్)	Conquered
Called	(కాల్డ్)	Called
Celebrated	(సెలబ్రేటిడ్)	Celebrated
Cooked	(కుక్డ్)	Cooked
Concentrated	(కాన్సెన్ట్రేటిడ్)	Concentrated
Created	(క్రియేటిడ్)	Created
Conveyed	(కన్వేడ్)	Conveyed
Closed	(క్లోజ్డ్)	Closed
Cleaned	(క్లీన్డ్)	Cleaned
Cancelled	(క్యాన్సిల్డ్)	Cancelled
Constructed	(కన్స్ట్రక్టిడ్)	Constructed
Caused	(కాజ్డ్)	Caused
Conducted	(కన్డక్టిడ్)	Conducted
Climbed	(క్లయింబ్డ్)	Climbed
Considered	(కన్సిడర్డ్)	Considered
Conceived	(కన్సీవ్డ్)	Conceived
Continued	(కంటిన్యూడ్)	Continued
Chanted	(చాన్ట్డ్)	Chanted
Collected	(కలెక్ట్డ్)	Collected
Collapsed	(కొలాప్స్డ్)	Collapsed
Compared	(కంపేర్డ్)	Compared
Completed	(కంప్లీటేడ్)	Completed
Cured	(క్యూర్డ్)	Cured
Cursed	(కర్స్డ్)	Cursed
Connected	(కనెక్ట్డ్)	Connected
Consulted	(కన్సల్ట్డ్)	Consulted
Criticised	(క్రిటిసైజ్డ్)	Criticised
Corrected	(కరెక్ట్డ్)	Corrected
Cried	(క్రైడ్)	Cried

62. Caution	(కాషన్) హెచ్చరించు	Cautioned	(కాషన్)	Cautioned
63. Clarify	(క్లారిఫై) తేటపరుచు	Clarified	(క్లారిఫైడ్)	Clarified
64. Decorate	(డెకోరేట్) అలంకరించు	Decorated	(డెకోరేటెడ్)	Decorated
65. Declare	(డిక్లేర్) ప్రకటించు	Declared	(డిక్లేర్డ్)	Declared
66. Drag	(డ్రాగ్) ఈడ్చు/లాగు	Dragged	(డ్రాగ్డ్)	Dragged
67. Desire	(డిజైర్) కోరుకొను	Desired	(డిజైర్డ్)	Desired
68. Deny	(డినై) కాదను/ఖండించు	Denied	(డినైడ్)	Denied
69. Dig	(డిగ్) త్రవ్వు	Dug	(డగ్)	Dug
70. Dip	(డిప్) ముంచు	Dipped	(డిప్డ్)	Dipped
71. Dance	(డాన్స్) నాట్యముచేయు	Danced	(డాన్స్డ్)	Danced
72. Decide	(డిసైడ్) నిర్ణయించు	Decided	(డిసైడిడ్)	Decided
73. Divide	(డివైడ్) విభజించు	Divided	(డివైడిడ్)	Divided
74. Disturb	(డిస్టర్బ్)చికాకు కలిగించు	Disturbed	(డిస్టర్బ్డ్)	Disturbed
75. Discuss	(డిస్కస్) చర్చించు	Discussed	(డిస్కస్డ్)	Discussed
76. Describe	(డిస్రైబ్) వర్ణించు	Described	(డిస్రైబ్డ్)	Described
77. Discover	(డిస్కవర్) కనిపెట్టు	Discovered	(డిస్కవర్డ్)	Discovered
78. Depend	(డిపెండ్) ఆధారపడు	Depended	(డిపెన్డెడ్)	Depended
79. Defeat	(డిఫీట్) ఓడించు	Defeated	(డిఫీటిడ్)	Defeated
80. Distribute	(డిస్ట్రిబ్యూట్) పంపిణీచేయు	Distributed	(డిస్ట్రిబ్యూటిడ్)	Distributed
81. Disclose	(డిస్క్లోజ్) తెలియజేయు	Disclosed	(డిస్క్లోజ్డ్)	Disclosed
82. Distort	(డిస్టార్ట్) వక్రీకరించు	Distorted	(డిస్టార్టిడ్)	Distorted
83. Earn	(ఎర్న్) సంపాదించు	Earned	(ఎర్న్డ్)	Earned
84. Elect	(ఎలెక్ట్) ఎన్నుకొను	Elected	(ఎలెక్ట్డ్)	Elected
85. Escape	(ఎస్కేప్) పారిపోవు	Escaped	(ఎస్కేప్డ్)	Escaped
86. Enter	(ఎన్టర్) ప్రవేశించు	Entered	(ఎన్టర్డ్)	Entered
87. Express	(ఎక్స్ప్రెస్) వ్యక్తపరచు	Expressed	(ఎక్స్ప్రెస్డ్)	Expressed
88. Explain	(ఎక్స్ప్లేన్) వివరించు	Explained	(ఎక్స్ప్లేయిన్డ్)	Explained
89. Enquire	(ఎన్క్వయిర్) విచారించు	Enquired	(ఎన్క్వయిర్డ్)	Enquired
90. Estimate	(ఎస్టిమేట్) అంచనావేయు	Estimated	(ఎస్టిమేట్డ్)	Estimated
91. Encourage	(ఎన్కరేజ్) ప్రోత్సహించు	Encouraged	(ఎన్కరేజ్డ్)	Encouraged
92. Extend	(ఎక్స్టెన్డ్) విస్తరించు	Extended	(ఎక్స్టెన్డ్డ్)	Extended
93. Entrust	(ఎన్ట్రస్ట్) ఒక పనిని అప్పగించు	entrusted	(ఎన్ట్రస్ట్డ్)	Entrusted
94. Exploit	(ఎక్స్ప్లాయిట్) స్వార్థానికి వాడుకొను	Exploited	(ఎక్స్ప్లాయిటెడ్)	Exploited
95. Enhance	(ఎన్హాన్స్) పెరుగు	Enhanced	(ఎన్హాన్స్డ్)	Enhanced
96. Finish	(ఫినిష్) పూర్తిచేయు	Finished	(ఫినిష్డ్)	Finished
97. Face	(ఫేస్) ఎదుర్కొను	Faced	(ఫేస్డ్)	Faced
98. Follow	(ఫాలో) అనుసరించు	Followed	(ఫాలోడ్)	Followed
99. Frighten	(ఫ్రైటెన్) బయటపెట్టు	Frightened	(ఫ్రైటెన్డ్)	Frightened
100. Fear	(ఫియర్) భయపడు	Feared	(ఫియర్డ్)	Feared
101. Fine	(ఫైన్) జరిమానావేయు	Fined	(ఫైన్డ్)	Fined
102. Frame	(ఫ్రేమ్) ఏర్పరచు/రూపుదిద్దు	Framed	(ఫ్రేమ్డ్)	Framed
103. Form	(ఫామ్) ఏర్పరచు	Formed	(ఫామ్డ్)	Formed
104. Grant	(గ్రాంట్) అనుమతించు	Granted	(గ్రాంట్డ్)	Granted

105. Gather	(గ్యాదర్) పోగుచేయు
106. Guide	(గైడ్) దారిచూపు
107. Guess	(గెస్) ఊహించు
108. Hear	(హియర్) విను
109. Harass	(హెరాస్) హింసించు
110. Harm	(హామ్) హానిచేయు
111. Help	(హెల్ప్) సహాయం చేయు
112. Happen	(హ్యాపెన్) జరుగు
113. Hesitate	(హెజిటేట్) సందేహించు
114. Hike	(హైక్) పెరుగు
115. Hope	(హోప్) ఆశించు
116. Have	(హ్యావ్) కలిగియుండు
117. Hang	(హ్యాంగ్) ఉరితీయు
118. Hoist	(హాయిస్ట్) జెండా ఎగురవేయు
119. Hide	(హైడ్) దాచు/దాగు
120. Hold	(హోల్డ్) పట్టుకొను
121. Insult	(ఇన్సల్ట్) అవమానించు
122. Indebt	(ఇన్డెబ్ట్) ఋణపడియుండు
123. Imagine	(ఇమ్యాజిన్) ఊహించు
124. Inspire	(ఇన్స్పైర్) స్ఫూర్తినిచ్చు
125. Interfere	(ఇంటర్ఫియర్) అనవసర జోక్యం
126. Involve	(ఇన్వోల్వ్) జోక్యం చేసుకొను
127. Invite	(ఇన్వైట్) ఆహ్వానించు
128. Inform	(ఇన్ఫామ్) తెలియజేయు
129. Issue	(ఇష్యూ) జారీచేయు
130. Investigate	(ఇన్వెస్టిగేట్) పరిశోధించు
131. Install	(ఇన్స్టాల్) ప్రతిష్ఠించు
132. Introduce	(ఇన్ట్రొడ్యూస్) పరిచయం చేయు
133. Import	(ఇమ్పోర్ట్) దిగుమతి చేసుకొను
134. Intend	(ఇన్టెన్డ్) ఉద్దేశపూర్వకంగా
135. Invent	(ఇన్వెంట్) కనిపెట్టు
136. Instruct	(ఇన్స్ట్రక్ట్) నేర్పు/అజ్ఞాపించు
137. Join	(జాయిన్) చేరు/చేర్చు
138. Kill	(కిల్) చంపు
139. Kidnap	(కిడ్నాప్) బలవంతంగా ఎత్తుకొనిపోవు
140. Open	(ఓపెన్) తెరచు
141. Operate	(ఆపరేట్) నిర్వహించు
142. Owe	(ఓవ్) బాకీపడు
143. Oppose	(అపోజ్) ఎదురించు
144. Order	(ఆర్డర్) అజ్ఞాపించు
145. Learn	(లెర్న్) నేర్చుకొను
146. Look	(లుక్) చూచు
147. Launch	(లాంచ్) ప్రారంభించు

Gathered	(గ్యాదర్డ్)	Gathered
Guided	(గైడెడ్)	Guided
Guessed	(గెస్డ్)	Guessed
Heard	(హియర్డ్)	Heard
Harassed	(హెరాస్డ్)	Harassed
Harmed	(హార్మ్డ్)	Harmed
Helped	(హెల్ప్డ్)	Helped
Happened	(హాపెన్డ్)	Happened
Hesitated	(హెజిటేటెడ్)	Hesitated
Hiked	(హైక్డ్)	Hiked
Hoped	(హోప్డ్)	Hoped
Had	(హ్యాడ్)	Had
Hanged	(హ్యాంగ్డ్)	Hanged
Hoisted	(హాయిస్ట్డ్)	Hoisted
Hid	(హైడ్డ్)	Hidden
Held	(హెల్డ్)	Held
Insulted	(ఇన్సల్ట్డ్)	Insulted
Indebted	(ఇన్డెబ్టిడ్)	Indebted
Imagined	(ఇమ్యాజిన్డ్)	Imagined
Inspired	(ఇన్స్పైర్డ్)	Inspired
Interfered	(ఇంటర్ఫియర్డ్)	Interfered
Involved	(ఇన్వోల్వ్డ్)	Involved
Invited	(ఇన్వైటెడ్)	Invited
Informed	(ఇన్ఫామ్డ్)	Informed
Issued	(ఇష్యూడ్)	Issued
Investigated	(ఇన్వెస్టిగేటిడ్)	Investigated
Installed	(ఇన్స్టాల్డ్)	Installed
Introduced	(ఇంట్రొడ్యూస్డ్)	Introduced
Imported	(ఇమ్పోర్ట్డ్)	Imported
Intended	(ఇన్టెన్డెడ్)	Intended
Invented	(ఇన్వెంట్డ్)	Invented
Instructed	(ఇన్స్ట్రక్ట్డ్)	Instructed
Joined	(జాయిన్డ్)	Joined
Killed	(కిల్డ్)	Killed
Kidnapped	(కిడ్నాప్డ్)	Kidnapped
Opened	(ఓపెన్డ్)	Opened
Operated	(ఆపరేటిడ్)	Operated
Owed	(ఓవ్డ్)	Owed
Opposed	(అపోజ్డ్)	Opposed
Ordered	(ఆర్డర్డ్)	Ordered
Learned	(లెర్న్డ్)	Learned
Looked	(లుక్డ్)	Looked
Launched	(లాంచ్డ్)	Launched

148. Laugh	(లాఫ్) నవ్వు	Laughed	(లాఫ్డ్)	Laughed
149. Like	(లైక్) ఇష్టపడు	Liked	(లైక్డ్)	Liked
150. Live	(లైవ్) జీవించు/నివసించు	Lived	(లివ్డ్)	Lived
151. Lead	(లీడ్) ముందుండి నడిపించు	Led	(లెడ్)	Led
152. Lift	(లిఫ్ట్) ఎత్తు/పైకెత్తు	Lifted	(లిఫ్ట్డ్)	Lifted
153. Listen	(లిజ్న్) విను	Listened	(లిజ్న్డ్)	Listened
154. Lay	(లే) పెట్టు/వేయు	Laid	(లేయ్డ్)	Laid
155. Lie	(లై) అబద్ధము చెప్పు	Lied	(లైడ్)	Lied
156. Lie	(లై) పడిఉండు/పడుకొను	Lay	(లే)	Lain
157. Misuse	(మిస్యూజ్) దుర్వినియోగంచేయు	Misused	(మిస్యూజ్డ్)	Misused
158. Make	(మేక్) తయారుచేయు	Made	(మేడ్)	Made
159. Move	(మూవ్) కదులు	Moved	(మూవ్డ్)	Moved
160. Marry	(మ్యారి) పెళ్ళిచేసుకొను	Married	(మ్యారీడ్)	Married
161. Misinterpret	(మిస్ఇంటర్ప్రిట్) వక్రీకరించి చెప్పు	Misinterpreted	(మిస్ఇంటర్ప్రిటెడ్)	Misinterpreted
162. Mislead.	(మిస్లీడ్) తప్పుదారి పట్టించు	Misled	మిస్లిడ్	Misled
163. Neglect	(నెగ్లెక్ట్) అశ్రద్ధచేయు	Neglected	(నెగ్లెక్టిడ్)	Neglected
164. Narrate	(న్యారేట్) వివరించి చెప్పు	Narrated	(న్యారేటిడ్)	Narrated
165. Open	(ఓపెన్) తెరచు, ప్రారంభించు	Opened	(ఓపెన్డ్)	Opened
166. Observe	(అబ్జర్వ్) పరిశీలించు	Observed	(అబ్జర్వ్డ్)	Observed
167. Organise	(ఆర్గనైజ్) నిర్వహించు	Organised	(ఆర్గనైజ్డ్)	Organised
168. Occur	(అకర్) జరుగు/సంభవించు	Occurred	(అకర్డ్)	Occurred
169. Oath	(ఓత్) ప్రమాణం చేయు	Oathed	(ఓత్)	Oathed
170. Pay	(పే) చెల్లించు	Paid	(పెయిడ్)	Paid
171. Post	(పోస్ట్) పోస్ట్చేయు	Posted	(పోస్ట్డ్)	Posted
172. Pray	(ప్రే) ప్రార్థించు	Prayed	(ప్రేయిడ్)	Prayed
173. Praise	(ప్రైజ్) మెచ్చుకొను	Praised	(ప్రైజ్డ్)	Praised
174. Pass	(పాస్) ఉత్తీర్ణుడగు	Passed	(పాస్డ్)	Passed
175. Pardon	(పార్డన్) క్షమించు	Pardoned	(పార్డన్డ్)	Pardoned
176. Provide	(ప్రొవైడ్) ఏర్పాటుచేయు	Provided	(ప్రొవైడిడ్)	Provided
177. Purchase	(పర్చేజ్) కొనుగోలు చేయు	Purchased	(పర్చేజ్డ్)	Purchased
178. Play	(ప్లే) ఆడుకొను	Played	(ప్లేయ్డ్)	Played
179. Preach	(ప్రీచ్) బోధించు	Preached	(ప్రీచ్డ్)	Preached
180. Plan	(ప్లాన్) పథకంచేయు	Planned	(ప్లాన్డ్)	Planned
181. Prepare	(ప్రిపేర్) తయారుచేయు	Prepared	(ప్రిపేర్డ్)	Prepared
182. Participate	(పార్టిసిపేట్) పాల్గొను	Participated	(పార్టిసిపేటెడ్)	Participated
183. Postpone	(పోస్ట్పోన్) వాయిదావేయు	Postponed	(పోస్ట్పోన్డ్)	Postponed
184. Prove	(ప్రూవ్) నిరూపించు	Proved	(ప్రూవ్డ్)	Proved
185. Pretend	(ప్రిటెన్డ్) నటించు	Pretended	(ప్రిటెన్డ్డ్)	Pretended
• 186. Prostrate	(ప్రాస్ట్రేట్) సాష్టాంగ నమస్కారం చేయు	Prostrated	(ప్రాస్ట్రేట్డ్)	• Prostrated

187. Prattle	(ప్రాట్టిల్) వాగుట	Prattled	(ప్రాట్టిల్)	Prattled
188. Permit	(పర్మిట్) అనుమతించు	Permitted	(పర్మిటెడ్)	Permitted
189. Possess	(పోజ్జెస్) కలిగియుండు	Possessed	(పోజ్జెస్డ్)	Possessed
190. Prevent	(ప్రివెంట్) నివారించు	Prevented	(ప్రివెంటెడ్)	Prevented
191. Push	(పుష్) నెట్టు/త్రోయు	Pushed	(పుష్డ్)	Pushed
192. Punish	(పనిష్) శిక్షించు	Punished	(పనిష్డ్)	Punished
193. Quarrel	(క్వారల్) తగవులాడు	Quarrelled	(క్వారల్డ్)	Quarrelled
194. Rule	(రూల్) పరిపాలించు	Ruled	(రూల్డ్)	Ruled
195. Refuse	(రెఫ్యూజ్) నిరాకరించు	Refused	(రెఫ్యూజ్డ్)	Refused
196. Release	(రిలీజ్) విడుదలచేయు	Released	(రిలీజ్డ్)	Released
197. Revenge	(రివెంజ్) పగతీర్చుకొను	Revenged	(రివెంజ్డ్)	Revenged
198. Respect	(రెస్పెక్ట్) గౌరవించు	Respected	(రెస్పెక్ట్డ్)	Respected
199. Resign	(రిజైన్) రాజీనామాచేయు	Resigned	(రిజైన్డ్)	Resigned
200. Revolve	(రివాల్వ్) చుట్టు తిరుగు	Revolved	(రివాల్వ్డ్)	Revolved
201. Repay	(రీపే) తిరిగి చెల్లించు	Repaid	(రీపెయిడ్)	Repaid
202. Reply	(రిప్లై) సమాధానమిచ్చు	Replied	(రిప్లైడ్)	Replied
203. Receive	(రీసివ్) అందుకొను	Received	(రీసీవ్డ్)	Received
204. Raise	(రైజ్) ప్రస్తావనకు వచ్చు	Raised	(రైజ్డ్)	Raised
205. Reside	(రిసైడ్) నివసించు	Resided	(రిసైడెడ్)	Resided
206. Request	(రిక్వెస్ట్) కోరు	Requested	(రిక్వెస్ట్డ్)	Requested
207. Reach	(రీచ్) చేరుకొను	Reached	(రీచ్డ్)	Reached
208. Realise	(రియలైజ్) గ్రహించు	Realised	(రియలైజ్డ్)	Realised
209. Rain	(రైన్) వర్షించు	Rained	(రైయిన్డ్)	Rained
210. Repair	(రిపేయ్) బాగుచేయు	Repaired	(రిపేయిర్డ్)	Repaired
211. Reject	(రిజెక్ట్) తిరస్కరించు	Rejected	(రిజెక్ట్డ్)	Rejected
212. Roam	(రోమ్) తిరుగు	Roamed	(రోమ్డ్)	Roamed
213. Reveal	(రివీల్) గుట్టు విప్పు	Revealed	(రివీల్డ్)	Revealed
	తెలియజేయు			
214. Repent	(రిపెన్ట్) పశ్చాత్తాపపడు	Repented	(రిపెన్టిడ్)	Repented
215. Recite	(రిసైట్) విల్లించు	Recited	(రిసైట్డ్)	Recited
216. Render	(రెండర్) చేయు	Rendered	(రెండర్డ్)	Rendered
217. Remember	(రిమెంబర్) గుర్తుచేసుకొను	Remembered	(రిమెంబర్డ్)	Remembered
218. Remain	(రిమైన్) నిలిచియుండు	Remained	(రిమెయిన్డ్)	Remained
219. Regret	(రిగ్రెట్) విచారించు	Regretted	(రిగ్రేటెడ్)	Regretted
220. Repeat	(రిపీట్) పునరావృతమగు	Repeated	(రిపీటిడ్)	Repeated
221. Relay	(రిలే) పునఃప్రసారం చేయు	Relayed	(రిలెయ్డ్)	Relayed
222. Stay	(స్టే) నిలిచియుండు	Stayed	(స్టేయ్డ్)	Stayed
223. Study	(స్టడీ) అధ్యయనంచేయు	Studied	(స్టడీడ్)	Studied
224. Select	(సెలెక్ట్) ఎంచుకొను	Selected	(సెలెక్ట్డ్)	Selected
225. Start	(స్టార్ట్) మొదలుపెట్టు	Started	(స్టార్టిడ్)	Started
226. Settle	(సెటిల్) స్థిరపడు, పరిష్కారంచేయు	Settled	(సెటిల్డ్)	Settled
227. Show	(షో) చూపించు	Showed	(షోడ్)	Showed
228. Smile	(స్మైల్) చిరునవ్వు నవ్వు	Smiled	(స్మైయిల్డ్)	Smiled

229. Shift	(షిఫ్ట్) మార్చివేయు	Shifted	(షిఫ్ట్‌డ్)	Shifted
230. Suffer	(సఫర్) బాధపడు	Suffered	(సఫర్డ్)	Suffered
231. Smell	(స్మెల్) వాసనచూచు	Smelled	(స్మెల్డ్)	Smelled
232. Surrender	(సరండర్) లొంగిపోవు	Surrendered	(సరండర్డ్)	Surrendered
233. Save	(సేవ్) రక్షించు	Saved	(సేవ్డ్)	Saved
234. Scrap	(స్రాప్) రద్దుచేయు	Scrapped	(స్రాప్డ్)	Scrapped
235. Stop	(స్టాప్) నిలిపివేయు	Stopped	(స్టాప్డ్)	Stopped
236. Scold	(స్కోల్డ్) దెబ్బలాడు, తిట్టు	Scolded	(స్కోల్డ్డ్)	Scolded
237. Swell	(స్వెల్) ఉబ్బిపోవు/పొంగిపోవు	Swelled	(స్వెల్డ్)	Swelled
238. Solve	(సాల్వ్) పరిష్కరించు	Solved	(సాల్వ్డ్)	Solved
239. Serve	(సర్వ్) సేవచేయు	Served	(సర్వ్డ్)	Served
240. Surprise	(సర్ప్రైజ్) ఆశ్చర్యపడు	Surprised	(సర్ప్రైజ్డ్)	Surprised
241. Taste	(టేస్ట్) రుచి చూచు	Tasted	(టేస్ట్డ్)	Tasted
242. Talk	(టాక్) మాట్లాడు	Talked	(టాక్డ్)	Talked
243. Treat	(ట్రీట్) పరిగణించు	Treated	(ట్రీట్డ్)	Treated
244. Travel	(ట్రావెల్) ప్రయాణించు	Travelled	(ట్రావెల్డ్)	Travelled
245. Try	(ట్రై) ప్రయత్నించు	Tried	(ట్రైడ్)	Tried
246. Trust	(ట్రస్ట్) విశ్వసించు	Trusted	(ట్రస్ట్డ్)	Trusted
247. Tonsure	(టన్ష్యూర్) గుండుచేయించుకొను	Tonsured	(టన్ష్యూర్డ్)	Tonsured
248. Use	(యూజ్) ఉపయోగించు	Used	(యూజ్డ్)	Used
249. Utilise	(యూటిలైజ్) సద్వినియోగించు	Utilised	(యూటిలైజ్డ్)	Utilised
250. Underestimate	(అండర్‌ఎస్టీమేట్) తక్కువగా అంచనావేయు	Underestimated	(అండర్ ఎస్టీమేట్‌డ్)	Underestimated
251. Utter	(అటర్) మాట్లాడు, చెప్పు	Uttered	(అటర్డ్)	Uttered
252. Visit	(విజిట్) సందర్శించు	Visited	(విజిట్‌డ్)	Visited
253. Vacate	(వెకెట్) ఖాళీచేయు	Vacated	(వెకెట్‌డ్)	Vacated
254. Verify	(వెరిఫై) పరిశీలించు	Verified	(వెరిఫైడ్)	Verified
255. View	(వ్యూ) అభిప్రాయం చెప్పు	Viewed	(వ్యూడ్)	Viewed
256. Wipe	(వైప్) తుడుచు	Wiped	(వైప్డ్)	Wiped
257. Waste	(వేస్ట్) వృథాచేయు	Wasted	(వేస్ట్‌డ్)	Wasted
258. Work	(వర్క్) పనిచేయు	Worked	(వర్క్‌డ్)	Worked
259. Worry	(వర్రి) బాధపడు	Worried	(వర్రిడ్)	Worried
260. Wait	(వెయిట్) ఎదురుచూచు	Waited	(వెయిట్‌డ్)	Waited
261. Welcome	(వెల్‌కమ్) ఆహ్వానించు	Welcomed	(వెల్‌కమ్‌డ్)	Welcomed
262. Wash	(వాష్) శుభ్రంచేయు	Washed	(వాష్డ్)	Washed
263. Warn	(వార్న్) హెచ్చరించు	Warned	(వార్న్‌డ్)	Warned
264. Watch	(వాచ్) గమనించు, చూచు	Watched	(వాచ్‌డ్)	Watched

2. NO CHANGE VERBS

PRESENT TENSE V1		PAST TENSE V2	PAST PARTICIPLE V3
1. Bet	(బెట్) పందెం కాయు	Bet, Betted (బెటిడ్)	Bet, Betted
2. Bid	(బిడ్) వేలంపాడు	Bid	Bid

3. Broadcast	(బ్రాడ్‌కాస్ట్) ప్రసారంచేయు	Broadcast	Broadcast
4. Burst	(బర్స్ట్) బ్రద్దలగు	Burst	Burst
5. Cast	(కాస్ట్) విసరు	Cast	Cast
6. Cost	(కాస్ట్) వెల	Cost	Cost
7. Cut	(కట్) కోయు, తెగు	Cut	Cut
8. Hit	(హిట్) బాదు, కొట్టు	Hit	Hit
9. Hurt	(హర్ట్) గాయపడు, గాయపరచు	Hurt	Hurt
10. Knit	(నిట్) అల్లు, కుట్టు	Knit, knitted (నిటెడ్)	Knit, knitted
11. Let	(లేట్) అనుమతించు	Let	Let
12. Put	(పుట్) పెట్టు, ఉంచు	Put	Put
13. Read	(రీడ్) చదువు	Read	Read
14. Rid	(రిడ్) విడిపించు, తప్పించు	Rid	Rid
15. Set	(సెట్) అమర్చు, అస్తమించు	Set	Set
16. Shed	(షెడ్) కార్చు	Shed	Shed
17. Sweat	(స్వెట్) చెమటపోయు	Sweat	Sweat
18. Slit	(స్లిట్) బ్రద్దలగు, చీలు	Slit (స్లిట్)	Slit
19. Spit	(స్పిట్) ఉమ్మివేయు	Spit, Spat (స్పాట్)	Spit, Spat
20. Shut	(షట్) మూయు, మూసికొను	Shut	Shut
21. Spread	(స్ప్రెడ్) పరచు, క్రమ్ముకొను	Spread	Spread
22. Split	(స్ప్లిట్) బ్రద్దలగు	Split	Split
23. Thrust	(త్రస్ట్) త్రోయు, పాడుచు	Thrust	Thrust
24. Wet	(వెట్) తడిచేయు	Wet	Wet
25. Upset	(అప్‌సెట్) తలక్రిందులగు	Upset	Upset
26. Outbid	(అవుట్‌బిడ్) పోటిగా హెచ్చు	Outbid	Outbid
27. Underbid	(అండర్‌బిడ్) వేలం తక్కువపాడు	Underbid	Underbid

3. LIST OF IRREGULAR VERBS

PRESENT TENSE V1		PAST TENSE V2		PAST PARTICIPLE V3	
1. Abide	(ఎబైడ్) కట్టుబడియుండు	Abode	(ఎబోడ్)	Abode	
2. Awake	(అవేక్) నిద్రలేచు	Awoke	(అవోక్)	Awaken	(అవేకెన్)
3. Arise	(అరైజ్) లేచు	Arose	(అరోజ్)	Arise	(అరైజెన్)
4. Bear	(బేర్) భరించు	Bore	(బోర్)	Borne	(బోర్న్)
5. Beat	(బీట్) బాదు, కొట్టు	Beat	(బెట్)	Beaten	(బీటెన్)
6. Begin	(బిగిన్) ప్రారంభించు,	Began	(బిగేన్)	Begun	(బిగెన్)
7. Bend	(బెన్డ్) వంచు, వాలు, త్రిప్పు	Bent	(బెంట్)	Bent	
8. Bid	(బిడ్) అజ్ఞాపించు	Bade	(బేడ్)	Bidden	(బిడెన్)
9. Bind	(బైండ్) కట్టు	Bound	(బౌండ్)	Bound	
10. Bite	(బైట్) కరచు, కొరుకు	Bit	(బిట్)	Bit/Bitten	(బిట్/బిటెన్)
11. Bleed	(బ్లీడ్) రక్తం కారు	Bled	(బ్లెడ్)	Bled	
12. Bless	(బ్లెస్) ఆశీర్వాదించు	Blest	(బ్లెట్)	Blest	
13. Blow	(బ్లో) గాలి ఊదు	Blew	(బ్లూ)	Blown	(బ్లోన్)
14. Break	(బ్రేక్) పగులగొట్టు	Broke	(బ్రోక్)	Broken	(బ్రోకెన్)

15. Breed	(బ్రీడ్) కను, పుట్టించు	Bred	(బ్రెడ్)	Bred	
16. Bring	(బ్రింగ్) తెచ్చు	Brought	(బ్రౌట్)	Brought	
17. Build	(బిల్డ్) నిర్మించు, కట్టు	Built	(బిల్ట్)	Built	
18. Burn	(బర్న్) కాల్చు, తగులబెట్టు	Burnt	(బర్న్డ్)	Burnt	
19. Burst	(బర్స్ట్) పగులు, పేలిపోవు	Burst	(బర్స్ట్)	Burst	
20. Buy	(బై) కొను	Bought	(బౌట్)	Bought	
21. Catch	(క్యాచ్) పట్టుకొను	Caught	(క్రాట్)	Caught	
22. Chide	(చైడ్) తిట్టు, మందలించు	Chid	(చిడ్)	Chidden	(చిడెన్)
23. Choose	(చూజ్) ఎంచుకొను, కోరుకొను	Chose	(చోజ్)	Chosen	(చోసెన్)
24. Cleave	(క్లీవ్) చీల్చు	Cleft	(క్లెఫ్ట్)	Cleft	(క్లెఫ్ట్)
25. Cling	(క్లింగ్) అంటుకొని వుండు	Clung	(క్లంగ్)	Clung	(క్లంగ్)
26. Come	(కమ్) వచ్చు	Came	(కేమ్)	Come	(కమ్)
27. Creep	(క్రీప్) ప్రాకు, మెల్లగాపోవు	Crept	(క్రెప్ట్)	Crept	
28. Deal	(డీల్) వ్యవహరించు	Dealt	(డెల్ట్)	Dealt	
29. Dig	(డిగ్) త్రవ్వ	Dug	(డగ్)	Dug	
30. Do	(డు) చేయు	Did	(డిడ్)	Done	(డన్)
31. Draw	(డ్రా) గీయు, ఈడ్చు, బయటకు తీయు	Drew	(డ్రూ)	Drawn	(డ్రాన్)
32. Dream	(డ్రీమ్) కలగను	Dreamt	(డ్రెమ్ట్)	Dreamt	
33. Drink	(డ్రింక్)	Drank	(డ్రేంక్)	Drunk	(డ్రంక్)
34. Eat	(ఈట్) తిను	Ate	(ఏట్)	Eaten	(ఈటెన్)
35. Fall	(ఫాల్) పడు	Fell	(ఫెల్)	Fallen	(ఫాలెన్)
36. Feed	(ఫీడ్) తినిపించు	Fed	(ఫెడ్)	Fed	
37. Feel	(ఫీల్) గ్రహించు/బాధపడు	Felt	(ఫెల్ట్)	Felt	
38. Fight	(ఫైట్) పోట్లాడు, కలబడు	Fought	(ఫాట్)	Fought	
39. Find	(ఫైన్డ్) కనుగొను, కనిపెట్టు	Found	(ఫౌండ్)	Found	
40. Flee	(ఫ్లీ) పారిపోవు/వలసపోవు	Fled	(ఫ్లెడ్)	Fled	
41. Fling	(ఫ్లింగ్) పారవేయు/విసరివేయు	Flung	(ఫ్లంగ్)	Flung	
42. Fly	(ఫ్లయ్) ఎగురు	Flew	(ఫ్లూ)	Flown	(ఫ్లోన్)
43. Freeze	(ఫ్రీజ్) గడ్డకట్టు	Froze	(ఫ్రోజ్)	Frozen	(ఫ్రోజెన్)
44. Get	(గెట్) పొందు/సంపాదించు	Got	(గాట్)	Got/Gotten	(గాటెన్)
45. Gild	(గిల్డ్) బంగారు పూతపూయు	Gilt	(గిల్ట్)	Gilt	
46. Give	(గివ్) ఇచ్చు	Gave	(గేవ్)	Given	(గివెన్)
47. Go	(గో) వెళ్లు	Went	(వెంట్)	Gone	(గాన్)
48. Grind	(గ్రైండ్) విసురు, పిండిచేయు	Ground	(గ్రౌండ్)	Ground	
49. Grow	(గ్రో) పెరుగు	Grew	(గ్రూ)	Grown	(గ్రోన్)
50. Hang	(హ్యాంగ్) వ్రేలాడు	Hung	(హంగ్)	Hung	
51. Have	(హ్యావ్) కలిగియుండు	Had	(హ్యాడ్)	Had	
52. Heave	(హీవ్) పైకెత్తు	Hove	(హోవ్)	Hove	
53. Hide	(హైడ్) దాచు, దాగు	Hid	(హిడ్)	Hid/Hidden	(హిడ్/హిడెన్)

54. Hold	(హోల్డ్) పట్టుకొను/ఉంచు	Held	(హెల్డ్)	Held	
55. Keep	(కీప్) ఉంచు/భద్రపరచు	Kept	(కెప్ట్)	Kept	
56. Kneel	(నీల్) మోకరిల్లు	Knelt	(నెల్ట్)	Knelt	
57. Know	(నో) తెలుసుకొను	Knew	(న్యూ)	Known	(నోన్)
58. Lean	(లీన్) ఆనుకొను, మొగ్గు	Leant	(లెంట్)	Leant	
59. Leap	(లీప్) దుముకు, గెంతువేయు	Leapt	(లెప్ట్)	Leapt	
60. Learn	(లెర్న్) నేర్చుకొను	Learnt	(లెర్న్డ్)	Learnt	
61. Leave	(లీవ్) వదలివేయు	Left	(లెఫ్ట్)	Left	
62. Lend	(లెండ్) అప్పు ఇచ్చు	Lent	(లెంట్)	Lent	
63. Light	(లైట్) వెలిగించు	Lit	(లిట్)	Lit	
64. Lose	(లూజ్) పోగొట్టుకొను/కోల్పోవు	Lost	(లాస్ట్)	Lost	
65. Make	(మేక్) తయారుచేయు	Made	(మేడ్)	Made	
66. Mean	(మీన్) తలంచు/అర్థం వచ్చు	Meant	(మెన్ట్)	Meant	
67. Meet	(మీట్) కలుసుకొను	Met	(మెట్)	Met	
68. Rend	(రెన్డ్) చీల్చు/చించు/వగులగొట్టు	Rent	(రెంట్)	Rent	
69. Ride	(రైడ్) స్వారీచేయు	Rode	(రోడ్)	Ridden	(రిడన్)
70. Ring	(రింగ్) గంటకొట్టు	Rang	(ర్యాంగ్)	Rung	(రంగ్)
71. Rise	(రైజ్) లేచు/బయలుదేరు	Rose	(రోజ్)	Risen	(రైజన్)
72. Run	(రన్) పరుగెత్తు	Ran	(ర్యాన్)	Run	(రన్)
73. Say	(సే) చెప్పు	Said	(సెడ్)	Said	
74. See	(సీ) చూచు	Saw	(సా)	Seen	(సీన్)
75. Sell	(సెల్) అమ్ము	Sold	(సోల్డ్)	Sold	
76. Seek	(సీక్) వెదుకు, అడుగు	Sought	(సాట్)	Sought	
77. Send	(సెండ్) పంపు	Sent	(సెంట్)	Sent	
78. Shake	(షేక్) కదుల్చు/రాల్చు	Shook	(షుక్)	Shaken	(షేకన్)
79. Shine	(షైన్) ప్రకాశించు	Shone	(షోన్)	Shone	
80. Shrink	(ష్రింక్) ముడుచుకొనిపోవు	Shrank	(ష్రాంక్)	Shrunk	(ష్రంక్)
81. Shoot	(షూట్) గురిచూసి వదులు	Shot	(షాట్)	Shot	
82. Sing	(సింగ్) పాడు	Sang	(సాంగ్)	Sung	(సంగ్)
83. Sink	(సింక్) మునుగు	Sank	(శాన్క్)	Sunk	(సన్క్)
84. Sit	(సిట్) కూర్చొను	Sat	(సాట్)	Sat	
85. Slay	(స్లే) చంపు/వధించు	Slew	(స్లూ)	Slein	(స్లెయ్న్)
86. Sleep	(స్లీప్) నిద్రపోవు	Slept	(స్లెప్ట్)	Slept	
87. Slide	(స్లైడ్)	Slid	(స్లైడ్)	Slid/Slidden	
88. Slink	(స్లిన్క్) దొంగతనంగా మసలు	Slunk	(స్లన్క్)	Slunk	
89. Slit	(స్లిట్) పగులు/బీటలు వారు	Slit	(స్లిట్)	Slit	
90. Smite	(స్మైట్) కొట్టు/మొత్తు	Smote	(స్మోట్)	Smitten	(స్మిటెన్)
91. Speak	(స్పీక్) మాట్లాడు	Spoke	(స్పొక్)	Spoken	(స్పొకెన్)
92. Spell	(స్పెల్) ఉచ్చరించు	Spelt	(స్పెల్ట్)	Spelt	
93. Spend	(స్పెండ్) ఖర్చుపెట్టు	Spent	(స్పెంట్)	Spent	

94. Speed	(స్పీడ్) వేగంగాపోవు	Sped	(స్పెడ్)	Sped	
95. Spill	(స్పిల్) ఒలకబోయు	Spilt	(స్పిల్ట్)	Split	(స్పిల్ట్)
96. Spin	(స్పిన్) నూలువడకు	Span	(స్పాన్)	Spun	(స్పన్)
97. Spit	(స్పిట్) ఉమ్మివేయు	Spat	(స్పాట్)	Spat	
98. Spoil	(స్పాయిల్) చెడగొట్టు/చెడిపోవు	Spoilt	(స్పాయిల్డ్)	Spoilt	
99. Stand	(స్టాండ్) నిలబడు	Stood	(స్టూడ్)	Stood	
100. Steal	(స్టీల్) దొంగతనం చేయు	Stole	(స్టోల్)	Stolen	(స్టోలెన్)
101. Stick	(స్టిక్) అతికించు	Stuck	(స్టక్)	Stuck	
102. Sting	(స్టింగ్) కొండితో కుట్టు	Stung	(స్టంగ్)	Stung	
103. Strike	(స్ట్రైక్) మనస్సుకు తట్టు/కొట్టు	Struck	(స్ట్రక్)	Struck	
104. String	(స్ట్రింగ్) దండ గ్రుచ్చు	Strung	(స్ట్రంగ్)	Strung	
105. Strive	(స్ట్రైవ్)	Strove	(స్ట్రొవ్)	Striven	(స్ట్రీవెన్)
106. Swim	(స్విమ్) ఈడు	Swam	(స్వామ్)	Swum	(స్వమ్)
107. Swing	(స్వింగ్) ఊగు	Swung	(స్వంగ్)	Swung	
108. Sweep	(స్వీప్) తుడుచు	Swept	(స్వెప్ట్)	Swept	
109. Sell	(సెల్) అమ్ము	Sold	(సోల్డ్)	Sold	
110. Take	(టేక్) తీసుకొను	Took	(టుక్)	Taken	(టేకన్)
111. Teach	(టీచ్) బోధించు	Taught	(టాట్)	Taught	
112. Tear	(టియర్) చింపు	Tore	(టోర్)	Torn	(టార్న్)
113. Tell	(టెల్) చెప్పు	Told	(టోల్డ్)	Told	
114. Think	(థింక్) ఆలోచించు	Thought	(థాట్)	Thought	
115. Throw	(త్రో) విసురు	Threw	(త్రూ)	Thrown	(త్రోన్)
116. Wake	(వేక్) మేల్కొను	Woke	(వోక్)	Woken	(వోకెన్)
117. Wear	(వియర్) ధరించు	Wore	(వోర్)	Worn	(వోర్న్)
118. Weave	(వేవ్) నేయు	Wove	(వోవ్)	Woven	(వోవెన్)
119. Weep	(వీప్) ఏడ్చు	Wept	(వెప్ట్)	Wept	
120. Win	(విన్) గెలుచు	Won	(వన్)	Won	
121. Wind	(వైండ్) చుట్టగా చుట్టు/తీప్పుకొను	Wound	(వౌండ్)	Wound	
122. Write	(రైట్) వ్రాయు	Wrote	(రోట్)	Written	(రిటెన్)
123. Wed	(వెడ్) పెళ్లిచేసుకొను	Wed	(వెడ్)	Wed	
124. Wring	(రింగ్) పిండు, నొక్కుబాధించు	Wrung	(రంగ్)	Wrung	
125. Forget	(ఫర్గెట్) మరచిపోవు	Forgot	(ఫర్గాట్)	Forgotten	(ఫర్గాటెన్)
126. Forgive	(ఫర్గివ్) క్షమించు	Forgave	(ఫర్గెవ్)	Forgiven	(ఫర్గివెన్)
127. Withdraw	(విత్డ్రా) ఉపసంహరించుకొను	Withdrew	(విత్డ్రూ)	Withdrawn	(విత్డ్రాన్)
128. Withstand	(విత్స్టాండ్) తట్టుకోగలుగు	Withstood	(విత్స్టూడ్)	Withstood	
129. Foreknow	(ఫోర్నో) ముందుగా తెలుసుకొను	Foreknew	(ఫోర్నూ)	Foreknown	(ఫోర్నోన్)
130. Befall	(బిఫాల్) సంభవించు	Befell	(బిఫెల్)	Befallen	(బిఫాలెన్)
131. Forsake	(ఫర్సేక్) వదలివేయు	Forsook	(ఫర్సుక్)	Forsaken	(ఫర్సేకెన్)
132. Become	(బికమ్) అగు	Became	(బికేమ్)	Become	(బికమ్)

PRACTICE TEST - 1

Fill in the blanks with suitable verb forms :

1. His teeth dirty.
a) is b) are c) has d) have
2. One by one all my friends gone.
a) have b) has
c) is d) have been
3. One of my books stolen by one of my class mates.
a) has b) have been
c) has been d) are
4. He not oppose me.
a) dare b) dares
c) did dare d) was dare
5. How I wish she here.
a) was b) were c) would d) were
6. He behaved as if he our master.
a) could be b) would be
c) is d) were
7. It is high time you studying hard.
a) started b) start
c) have started d) should start
8. The Chief Engineer and Manager of the factory coming for inspection.
a) are b) have been
c) is d) were
9. The Chief Engineer and the Manager of the factory coming for inspection.
a) are b) have been
c) is d) was
10. You or Ram responsible for it.
a) are b) is
c) were d) have been
11. He and I going to deal with his problem.
a) am b) is c) are d) have
12. You and he well known in this town.
a) is b) are
c) was d) have been
13. He and I done our best to help him.
a) has b) have
c) has been d) have been
14. Mercy and compassion the principal teaching of all religions.
a) is b) are
c) have been d) has
15. Every man, woman and child given a separate seat.
a) were b) was
c) are d) have been
16. The crew taken as prisoners.
a) has b) have c) was d) were
17. He, as well as his friends badly injured during the journey.
a) were b) have c) has d) was
18. I, like Mohan and Sohan, ... fond of mangoes.
a) are b) was c) am d) were
19. The wages of sin death.
a) is b) are c) will d) mean
20. Hundreds of them were saved but a dozen injured.
a) was b) may c) were d) have
21. He here yesterday.
a) comes b) came
c) is coming d) has come
22. Sita the letter before he arrived.
a) wrote b) had written
c) writes d) will write
23. It since 8 o' clock.
a) is raining b) rains
c) has been raining d) had been raining
24. The thief before I opened the door.
a) escaped b) escapes
c) had escaped d) has escaped
25. The house by fire last night.
a) damages b) was damaged
c) damaged d) would damage
26. The boy by a mad dog yesterday.
a) bites b) was bitten
c) bit d) had been bitten
27. We our breakfast half an hour ago.
a) finish b) will finish
c) finished d) finishes
28. I a student now.
a) am b) is
c) was d) have been
29. She a student now.
a) is b) has been
c) was d) had been
30. It is time you doing things.
a) begin b) begins
c) began d) had been
31. If she worked hard, she
a) will pass b) passes
c) would pass d) passed

Directions :- Which of the following verb forms will correctly fill in the blanks in the following sentences?

16. If time, I will surely come.
a) will permit b) permitted
c) was permitted d) permits
17. in his room, he fell asleep.
a) Reading b) On reading
c) In reading d) To read
18. my work, I returned from my office a little early.
a) To finish b) Being finished
c) Having finished d) In finishing
19. I did not take any further action.
a) Having satisfied
b) Having been satisfied
c) Satisfying d) On being satisfied
20. I am sure he is an honest man he ?
a) wasn't b) doesn't c) isn't d) won't
21. It is high time, we home.
a) return b) returned
c) will return d) have returned
22. He his dinner before I reached there.
a) will have finished b) has finished
c) had finished d) may have finished

Directions :- Which of the following sentences is correct ?

23. a) He never has nor ever will tell a lie.
b) He never told nor ever will tell a lie.
c) He never tells nor will ever tell a lie.
d) He never has told nor ever will tell a lie.
24. a) I shouldn't have done this if I was you.
b) I shouldn't have done this if I were you.
c) I shouldn't have done this if I will be you.
d) I shouldn't have done this if I have been you.
25. a) You should to be punctual.
b) You would to be punctual.
c) You ought to be punctual.
d) You must to be punctual.
26. a) He is too tired to go on foot.
b) He is too tired to have gone on foot.
c) He is too tired going on foot.
d) He is too tired to be going on foot.
27. a) Do you dare offend me ?
b) Do you dare to offend me ?
c) Do you dare to have offended me ?
d) Do you dare to be offended me ?

28. a) Have I not been working for four hours ?
b) Have I not working for four hours ?
c) Am I not been working for four hours ?
d) Was I not working for four hours ?
29. a) The office has just closed.
b) The office is just closed.
c) The office has been just closed.
d) The office was just closed.
30. a) He had resigned from his post before joining here.
b) He resigned from his post before joining here.
c) He will have resigned from his post before joining here.
d) He resigns from his post before joining here.

Choose the correct verb form from the following :

31. He the letter yesterday.
a) has been writing b) wrote
c) write d) has written
32. Birds every year.
a) has migrated b) had migrated
c) migrate d) are migrated
33. The manager into the papers when his assistant came to see him.
a) looks b) was looking
c) looked d) is looking
34. I my home work when Mohan came to see me.
a) did b) have done
c) do d) was doing
35. The train before he reached the station.
a) had left b) left
c) has left d) was left
36. If I had the choice, I stayed on.
a) had b) could have
c) would have d) was left
37. He unwell since yesterday.
a) is b) has been
c) had been d) was
38. He out an hour ago.
a) went b) has gone
c) had gone d) is going
39. Ravi here for the last five years.
a) worked b) is working
c) has been wroking d) is working

40. He by a mad dog.
a) bite b) bitten
c) was bitten d) is biting
41. If he here, I would introduce him to you.
a) had come b) came
c) will come d) comes
42. When you return from Guntur ?
a) have b) has c) were d) did
43. By the next year the project
a) will complete
b) will have been completed
c) will have complete
d) will have been completed
44. If I were you, I it.
a) would not have done b) would not be doing
c) will not do d) would not do
45. I cannot help to their conversation.
a) listening b) listen
c) have listened d) to be listening
46. Neither of them the mankind.
a) serve b) serves
c) serving d) will serve
47. In this season usually the day at 6.00 am.
a) dawns b) dawn
c) dawning d) will dawn
48. He across the road when a bicycle hit him.
a) walked b) walks
c) is walking d) was walking
49. He often to the theatre to see pictures.
a) went b) goes
c) go d) is going
50. I Julius Ceasar now.
a) read b) reading
c) am reading d) will read
51. My mother food for us.
a) cook b) cooked
c) cooks d) cook
52. The president the public tomorrow.
a) will address b) addressed
c) addresses d) address
53. Varma for his examinations by this time next month.
a) preparing
b) will have been preparing
c) will prepare
d) is preparing
54. When he was teaching all the boys silent.
a) is b) was
c) are d) were
55. When I the road, I saw a big snake.
a) was crossing b) crossed
c) an crossing d) cross
56. She thanked me for what I
a) do b) am doing
c) did d) doing
57. See, how the parrot in the sky.
a) is flying b) flew
c) flowed d) was flying
58. Every Sunday Rosie to church.
a) go b) going
c) is going d) goes
59. Sudha milk in the morning.
a) takes b) take
c) is taking d) has taken
60. She for two hours.
a) is waiting b) has been waiting
c) had been waiting d) was waiting

KEY TO PRACTICE TESTS

PRACTICE TEST - 1

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) b | 2) a | 3) c | 4) a | 5) b |
| 6) d | 7) a | 8) c | 9) a | 10) b |
| 11) c | 12) b | 13) b | 14) a | 15) b |
| 16) d | 17) d | 18) c | 19) a | 20) c |
| 21) b | 22) b | 23) c | 24) c | 25) b |
| 26) b | 27) c | 28) a | 29) a | 30) c |
| 31) c | 32) a | 33) a | 34) d | 35) a |
| 36) c | 37) b | 38) b | 39) a | 40) c |

PRACTICE TEST - 2

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) a | 2) d | 3) b | 4) a | 5) c |
| 6) b | 7) a | 8) d | 9) b | 10) b |
| 11) a | 12) a | 13) d | 14) c | 15) c |
| 16) d | 17) a | 18) c | 19) b | 20) c |
| 21) b | 22) c | 23) d | 24) b | 25) c |
| 26) a | 27) b | 28) a | 29) c | 30) a |
| 31) b | 32) c | 33) b | 34) d | 35) a |
| 36) c | 37) b | 38) a | 39) c | 40) c |
| 41) b | 42) d | 43) b | 44) d | 45) a |
| 46) b | 47) a | 48) d | 49) b | 50) c |
| 51) c | 52) a | 53) b | 54) d | 55) a |
| 56) c | 57) a | 58) d | 59) a | 60) b |

VOICE AT A GLANCE

S.No.	Tense	Active Voice	Be Form	Passive Voice	Be Form
1.	Simple Present	I play cricket	V1	Cricket is played by me	is/am/are + V3
		They draw pictures		Pictures are drawn by them	
		She helps me	V1+s/es/ies	I am helped by her	
2.	Present Continuous	I am playing cricket	is/am/are+ 'V1+ing'	Cricket is being played by me	is/am/are+ being + V3
		She is helping me		I am being helped by her	
		They are drawing pictures		Picture are being drawn by them	
3.	Present Perfect	I have played cricket	have/has+ V3	Cricket has been played by me	has/have+ been+ V3
		They have drawn pictures		Pictures have been drawn by them	
				No Passive Form	
4.	Present Perfect Continuous	I have been playing cricket	have/has+ been+ 'V1+ing'		
		She has been helping me			
				No Passive Form	
5.	Simple Past	I played cricket	V2	Cricket was played by me	was/were + V3
		They drew pictures		Pictures were drawn by them	
				No Passive Form	
6.	Past Continuous	I was playing cricket	was/were+ 'V1+ing'	Cricket was being played by me	was/were+ being+ V3
		They were drawing pictures		Pictures were being drawn by them	
				No Passive Form	
7.	Past Perfect	I had played cricket	had + V3	Cricket had been played by me	had+ been +V3
				No Passive Form	
				No Passive Form	
8.	Past Perfect Continuous	I had been playing cricket	had+ been + 'V1+ing'		
				No Passive Form	
				No Passive Form	
9.	Simple Future	I will play cricket	will/shall+ V1	Cricket will be played by me	will +be+ V3
				No Passive Form	
				No Passive Form	
10.	Future Continuous	I will be playing cricket	will/shall+ be + 'V1+ing'		
				No Passive Form	
				No Passive Form	
11.	Future Perfect	I will play cricket	will/shall+ have+ V3	Cricket will have been played by me	will +have been+ V3
				No Passive Form	
				No Passive Form	
12.	Future Perfect	I will have been playing cricket	will/shall+ have +been + 'V1+ing'		
				No Passive Form	
				No Passive Form	

ఒక కర్త (subject) వాక్యములోని పనిని చేయుచున్నదా? లేక ఆ పనియొక్క ఫలితమును పొందుచున్నదా? అని తెల్పు verb యొక్క రూపమునకు Voice అని పేరు. Voice రెండు విధములు. అవి :

1. Active Voice
2. Passive Voice

Ex : 1) Rama killed Ravana.

2) Ravana was killed by Rama.

1వ వాక్యములో ఆ పని కర్తచే చేయబడినది. అందుచే killed అను క్రియ Active Voice లో ఉన్నది. 2వ వాక్యములో ఆ పని కర్తద్వారా కర్మకు ఆపాదించబడినది. కావున 2వ వాక్యములోని killed అను క్రియ Passive Voice లో వున్నది.. కర్మలేని వాక్యమును Passive Voice లోనికి మార్చలేము. అనగా Intransitive Verb కి Passive Voice ఉండదు.

When we change a sentence from the Active Voice to Passive Voice the following rules must be noted :

- ★ The object in the Active Voice will become subject in the Passive Voice.
(Active Voice లోని కర్మ Passive Voice లో కర్తగా మారును.)
- ★ Appropriate 'be' form must be used. The following are the 'be' forms :
(తగిన be రూపము వాడవలెను. be రూపములు ఈ క్రింద యివ్వబడినవి)
Passive Voice లో be యొక్క రూపములు

Number	Present tense	Past tense	Future tense	Continuous tense	Perfect tense
Singular	am, is	was	will be shall be	being	been
Plural	are	were	will be shall be	being	been

- ★ The verb must be in past participle.
(క్రియ Past Participle గా వుండవలెను.)
- ★ Generally the preposition 'by' follows the past participle.
(Past Participle లో నున్న క్రియ తర్వాత సాధారణముగా 'by' వచ్చును)
- ★ The subject in the Active Voice becomes the object in the Passive Voice.
(Active Voice లోని కర్త Passive Voiceలో కర్మగా మారును.)

Subjective case లోను, Objective case లోను pronouns యొక్క రూపములు దిగువ నీయబడినవి.

Person	Subjective case		Objective Case	
	ఏకవచనము - బహువచనము		ఏకవచనము - బహువచనము	
1st person	I	we	me	us
2nd person	thou	you	you	you
3rd person	he, she, it	they	him, her, it	them

Note : పై పట్టిలో చూపిన pronouns తప్ప తక్కిన pronouns యొక్క రూపములలో భేదముండదు. అనగా me, mine, our, his, her మొదలగు pronouns యొక్క రూపములట్లే యుండును.

Tense	Active Voice	Passive Voice
Simple Present	take/takes	am/is/are taken
Present Continuous	am/is/are taking	am/is/are being taken
Present Perfect	have/has taken	have been / has been taken
Simple Past	took	was/were taken
Past Continuous	was/were taking	was/were being taken
Past Perfect	had taken	had been taken
Simple Future	will/shall taken	will/shall be taken
Future Perfect	will/shall have taken	will/shall have been taken

Note the following examples carefully :

- | | |
|--------------------------------------|-------|
| 1. He reads a story | (A.V) |
| A story is read by him | (P.V) |
| 2. She is singing a song | (A.V) |
| A song is being sung by her | (P.V) |
| 3. Rama has posted the letters | (A.V) |
| The letters have been posted by Rama | (P.V) |
| 4. The cat killed the rat | (A.V) |
| The rat was killed by the cat | (P.V) |
| 5. They were playing football | (A.V) |
| Football was being played by them | (P.V) |
| 6. I had made a kite | (A.V) |
| A kite had been made by me | (P.V) |
| 7. He will help me | (A.V) |
| I shall be helped by him | (P.V) |
| 8. He will have read the book | (A.V) |
| The book will have been read by him | (P.V) |

★ If the Active Voice is an Imperative sentence containing an order in it, the Passive Voice will start with "Let"

(Active Voice లో Imperative sentence వుండి అందు కర్మ కలిగిన అజ్ఞ వున్న యెడల Passive Voice తో ప్రారంభమగును.)

- | | |
|-------------------------------|-------|
| 1. Open the door | (A.V) |
| Let the door be opened | (P.V) |
| 2. Bring the chair here | (A.V) |
| Let the chair be brought here | (P.V) |

★ If such a sentence containing an order has no object, the passive voice starts with "you are ordered".
(అజ్ఞ వున్న వాక్యములో కర్మ లేకున్న 'you are ordered' తో Passive Voice ప్రారంభమగును.)

Note the following examples :

- | | |
|---|-------|
| 1. Stand upon the bench | (A.V) |
| You are ordered to stand upon the bench | (P.V) |
| 2. Get out | (A.V) |
| You are ordered to get out. | (P.V) |

★ If the sentences have 'request' or 'advice' passive voice will start with "you are requested" or "you are advised". (వాక్యములో వేడికోలుగాని, సలహాగాని ఉన్న యెడల Passive Voice, 'You are requested' లేక 'You are advised' తో తగినట్లుగా ప్రారంభమగును.)

Observe the following examples :

- | | |
|-------------------------------------|-------|
| 1. Please help that man. | (A.V) |
| You are requested to help that man. | (P.V) |
| 2. Read well. | (A.V) |
| You are advised to read well. | (P.V) |

★ If Active Voice starts with 'who' the Passive Voice will start with "By whom".
(Active Voice 'Who' తో ప్రారంభమైన యెడల Passive Voice 'By Whom' తో ప్రారంభమగును.)

- Ex : 1. Who wrote this letter ? (A.V)
By whom was this letter written ? (P.V)
2. Who drew the pictures ? (A.V)
By whom were the pictures drawn ? (P.V)

- ★ If there are two objects in Active Voice, it can be changed into Passive Voice in two ways :
(Active Voice లో రెండు కర్మలున్నయెడల Passive Voice లోకి రెండు రకాలుగా మార్చవచ్చును.)

1. I gave him a gift. (A.V)
He was given a gift by me. (P.V)

(or)

A gift was given to him by me. (P.V)

2. He offered me a chair. (A.V)
I was offered a chair by him. (P.V)

(or)

A chair was offered to me by him. (P.V)

Note : In such cases the first method is always preferable.

- ★ If the Active Voice starts with the question words like **what, where**, the Passive Voice also starts with the same question words.

(Active Voice what, where మొదలగు ప్రశ్నాపదములతో ప్రారంభమైతే Passive Voice కూడా అవే ప్రశ్నాపదములతో ప్రారంభమగును.)

- ★ If the Active Voice starts with the helping verbs **do, does, did**, they are not used in the Passive Voice again. They indicate the tense of the sentence. (Do, Does - Present tense, Did - Past tense)

(Active Voice, Do, Does, Did, సహాయక్రియలతో ప్రారంభమైన, అవి Passive Voice లో తిరిగి వాడబడవు. అవి tense ను తెలియజేయును. Do, Does - Present tense మరియు Did - Past tense)

Observe some other examples carefully :

1. Do you speak English ? (A.V)
Is English spoken by you ? (P.V)

2. Did he buy the text book ? (A.V)
Was the text book bought by him ? (P.V)

3. Does she sing songs ? (A.V)
Are songs sung by her ? (P.V)

4. Do I tell lies ? (A.V)
Are lies told by me ? (P.V)

5. Did she take photos ? (A.V)
Were photos taken by her ? (P.V)

- ★ If two clauses in the Active Voice are joined by 'that' both clauses should be changed into the Passive Voice and joined by 'that'

(Active Voice లో రెండు clause లు that చేత కలుపబడిన ఆ రెండు clause లను Passive Voice లోనికి మార్చి 'that' చే కలుపవలెను.)

- ★ If the second clause cannot be changed into the Passive Voice (i.e., if it has no object), the same clause should be added to the first clause with the conjunction 'that' in the Passive Voice.

(రెండవ క్లాజు Passive Voice లోనికి మార్చవీలులేకున్న అనగా అందు object లేకున్న దానిని అదేరకముగా that చేత Passive Voice నందు మొదటి clause నకు కలుపవలెను.)

- ★ Though there is no object in the first clause the Passive Voice starts with 'It'.

(మొదటి clause లో object లేకున్నను Passive Voice (it) తో ప్రారంభమగును.)

1. He told me that he would buy a car (A.V)
I was told (by him) that a car would be bought by him (P.V)

- | | |
|---|-------|
| 2. She told him that she would go to Vijaywada | (A.V) |
| He was told by her that she would go to Vijaywada | (P.V) |
| 3. He proved that he could do the sum | (A.V) |
| It was proved by him that the sum could be done by him. | (P.V) |

Observe some other examples carefully :

- | | |
|---|-------|
| 1. We elected Raju captain. | (A.V) |
| Raju was elected captain by us. | (P.V) |
| 2. He painted the car black. | (A.V) |
| The car was painted black by him. | (P.V) |
| 3. The people made him king. | (A.V) |
| He was made king by the people. | (P.V) |
| 4. Why did he beat you ? | (A.V) |
| Why were you beaten by him ? | (P.V) |
| 5. Did you write that poem ? | (A.V) |
| Was that poem written by you ? | (P.V) |
| 6. Does he sell rice ? | (A.V) |
| Is rice sold by him ? | (P.V) |
| 7. They say that they will win the match. | (A.V) |
| It is said that the match will be won by them. | (P.V) |
| 8. We think that we can get good marks. | (A.V) |
| It is thought that good marks can be got by us. | (P.V) |
| 9. She laughs at me. | (A.V) |
| I am laughed at by her. | (P.V) |
| 10. He sent for the police. | (A.V) |
| The police were sent for by him. | (P.V) |

EXERCISE

Change the following sentences into Passive Voice :

- | | |
|---|-------|
| 1. I shall have written that essay by that time. | (A.V) |
| That essay will have been written by me by that time. | (P.V) |
| 2. Please give some money. | (A.V) |
| You are requested to give some money. | (P.V) |
| 3. Who broke the glass ? | (A.V) |
| By whom was the glass broken ? | (P.V) |
| 4. He saw me yesterday. | (A.V) |
| I was seen by him yesterday. | (P.V) |
| 5. The noise drove him mad. | (A.V) |
| He was driven mad by the noise | (P.V) |
| 6. Who gave you this book ? | (A.V) |
| By whom were you given this book ? | (P.V) |
| 7. We should respect our elders. | (A.V) |
| Our elders should be respected by us. | (P.V) |
| 8. They are building a house | (A.V) |
| A house is being built by them | (P.V) |

9. They laughed at the clown
The clown was laughed at by them
10. The people accused him of murder
He was accused of murder by the people.

(A.V)
(P.V)
(A.V)
(P.V)

PRACTICE TEST

Choose the correct passive voice of the following sentences :

1. **They were whitewashing the house yesterday.**
 - a. The house was being whitewashed by them yesterday.
 - b. Yesterday was whitewashed by them.
 - c. They were being whitewashed by the house yesterday.
 - d. The house is being whitewashed by them yesterday.
2. **He has not paid the examination fee.**
 - a. The examination fee has not paid by him.
 - b. The examination fee has not been paid by him.
 - c. The examination fee was not being paid by him.
 - d. The examination fee was not being paid by him.
3. **We have purchased a number of books for the library.**
 - a. A number of books for the library has been purchased by us.
 - b. A number of books have been purchased for the library by us.
 - c. The library has been purchased by us for number of books.
 - d. A number of books are purchased by us for the library.
4. **The teacher marks the attendance every period**
 - a. The attendance was marked by the teacher every period.
 - b. The attendance is marked by the teacher every period.
 - c. The attendance is marked by the teacher.
 - d. The attendance were marked by the teacher every period.
5. **We should respect our elders.**
 - a. Our elders should have been respected by us.
6. **The people accused him of murder.**
 - a. He was accused of murder by the people.
 - b. He is accused of murder.
 - c. He has been accused of murder by the people.
 - d. He was being accused of murder by the people.
7. **She was not doing anything in the morning.**
 - a. Anything was done by her in the morning.
 - b. Anything has not been done by her in the morning.
 - c. Nothing was being done by her in the morning.
 - d. The morning was not being done by her.
8. **He is watering the fruit - bearing tree.**
 - a. The fruit - bearing tree is being watered by him.
 - b. The fruit - bearing tree has been watered by him.
 - c. The fruit - bearing tree has been watered by him.
 - d. The fruit is bring watered by him bearing the tree.
9. **Mother cooked dinner for guests.**
 - a. The guests cooked dinner for mother.
 - b. The guests were cooked for dinner by mother.
 - c. Dinner is cooked by guests for mother.
 - d. Dinner was cooked by mother for guests.
10. **I have finished the work.**
 - a. The work has been finished by me.
 - b. The work have been finished by me.
 - c. The work is finished by me.
 - d. The work was finished by me.
11. **Who wrote this letter ?**
 - a. Who was written by this letter ?
 - b. By whom was this letter written ?
 - c. By whom this letter was written ?
 - d. By whom is this letter written ?

12. Do you always laugh at him ?
 - a. Was he laughed at by you ?
 - b. Were you always laughed at by you ?
 - c. Is he always laughed at by you ?
 - d. Had he always been laughed at by you ?
13. Punish them severely.
 - a. Let severely be punished by them.
 - b. You are ordered to punish them severely.
 - c. They are punished severely.
 - d. You are punished them severely.
14. Was he writing the drama ?
 - a. Was the drama written by him ?
 - b. Has the drama written by him ?
 - c. Is the drama being written by him ?
 - d. Was the drama being written by him ?
15. Somebody took her to the hospital.
 - a. She is taken to the hospital.
 - b. She was taken to the hospital.
 - c. She has been taken to the hospital.
 - d. She is being taken to the hospital.
16. They will arrange everything in time.
 - a. Everything will be arranged in time.
 - b. Everything would be arranged in time.
 - c. Everything has been arranged in time.
 - d. Everything was being arranged in time.
17. Your friend can repair the bicycle.
 - a. The bicycle can repaired by your friend.
 - b. The bicycle was repaired by your friend.
 - c. The bicycle can be repaired by your friend.
 - d. The bicycle will be repaired by your friend.
18. Let Rama help him.
 - a. Let him be helped by Rama.
 - b. Let Rama be helped by him.
 - c. Let he be helped by Rama.
 - d. Rama helped by him.
19. She did not sing songs.
 - a. Songs are not sung by her.
 - b. Songs were not sung by her.
 - c. Songs have not been sung by her.
 - d. Songs would not sung by her.
20. The tourists did not visit the place.
 - a. The place is not visited by the tourists.
 - b. The place was not visited by the tourists.
 - c. The place has not been visited by the tourists.
 - d. The place cannot be visited by the tourists.

Choose the correct active voice of the following sentences :

21. Are colour photos taken by you ?
 - a. Does he take colour photos ?
 - b. Do you take colour photos ?
 - c. Do colour photos take you ?
 - d. Did you take colour photos ?
22. By whom were you given this pen ?
 - a. Who did give you this pen ?
 - b. Who has given you this pen ?
 - c. Who gives you this pen ?
 - d. Who gave you this pen ?
23. You are requested to keep off the grass.
 - a. Please keep off the grass.
 - b. Keep off the grass.
 - c. Keep grass off.
 - d. None of these.
24. Vegetables and fruits are sold by the old man.
 - a. The old man sold the vegetables and fruits.
 - b. The old man sells vegetables and fruits.
 - c. The old man is selling the vegetables and fruits.
 - d. The old man has sold the vegetables and fruits.
25. English is spoken all over the world.
 - a. All over the world speak English.
 - b. Someone speak all over the world English.
 - c. People speak English all over the world.
 - d. He speaks English all over the world.
26. The bicycle was being painted green by him.
 - a. He was painting the bicycle green.
 - b. He is painting the bicycle green.
 - c. Green was painting the bicycle.
 - d. He painted the bicycle green.
27. Let her own way be chosen by her.
 - a. Let her choose own way.
 - b. Let her be choose her own way.
 - c. Let the way be chosen by her.
 - d. Let her choose her own way.
28. He was made the Chief Minister by the people.
 - a. People make him the Chief Minister.
 - b. People made him the Chief Minister.
 - c. People have made him Chief Minister.
 - d. People are making him the Chief Minister.

29. **The thief was arrested at the bus station.**
 a. We arrested the thief at the bus station.
 b. The bus station arrested the thief.
 c. Police arrested the thief at the bus station.
 d. The bus station was arrested at the bus station.
30. **Where did you see him ? (Passive Voice)**
 a. Where was he seen by you ?
 b. Where he was seen by you ?
 c. Where is he seen by you ?
 d. Where has been seen by you.
31. **Have you completed the home work ?**
 a. You have been completed your homework?
 b. Has the home work been completed by you?
 c. Had the home work been completed by you?
 d. None of the above.
32. **Has the money been deposited by him ?**
 a. Did he deposit the money ?
 b. Has the money deposited him ?
 c. Has he deposited the money?
 d. Have he deposited the money?
33. **The letter will be answered tonight by me.**
 a. I will be answering the letter tonight.
 b. I shall answer the letter tonight.
 c. Tonight will be a letter answered by me.
 d. I answered the letter tonight.
34. **Refreshments will be served by the waiter to the guests.**
 a. The waiter will serve refreshments to the guests.
 b. The guest will serve the refreshments to the waiter.
 c. The waiter should serve refreshments to the guests.
 d. The waiter had served refreshments to the guests.
35. **All the problems have been solved by the state government.**
 a. The state government will solve all the problems.
 b. The state government will be solving all the problems.
 c. The state government will have solved all the problems.
 d. The state government has solved all the problems.
36. **His work is not done well by him.**
 a. He does not do his work well.
 b. He do not do his work well.
 c. He has not done his work well.
 d. He is not doing his work well.
37. **Tea is being made by her.**
 a. She was making tea.
 b. She is making tea.
 c. She has been making tea.
 d. She will be making tea.
38. **The book has been returned by him.**
 a. He had returned the book.
 b. He returned the book.
 c. He was returning the book.
 d. He has returned the book.
39. **I was fascinated by the picture.**
 a. The picture fascinated me.
 b. The picture fascinates me.
 c. The picture is fascinating me.
 d. The picture has fascinated me.
40. **By whom has the glass been broken?**
 a. Who have broken the glass?
 b. Who has broken the glass?
 c. Who broke the glass?
 d. Who had broken the glass?

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) a | 2) b | 3) b | 4) b | 5) c |
| 6) a | 7) c | 8) a | 9) d | 10) a |
| 11) b | 12) c | 13) b | 14) d | 15) b |
| 16) a | 17) c | 18) a | 19) b | 20) b |
| 21) b | 22) d | 23) a | 24) b | 25) c |
| 26) a | 27) d | 28) b | 29) c | 30) a |
| 31) b | 32) c | 33) b | 34) a | 35) d |
| 36) a | 37) b | 38) d | 39) a | 40) b |



PREPOSITIONS AND ARTICLES

A) PREPOSITIONS - విభక్తి ప్రత్యయములు

PREPOSITION : A preposition is placed before nouns, noun-phrases or noun clauses. It shows its relation to some other word or words in the sentence.

(ఒక నామవాచకము, నామవాచక పదసముదాయం లేక నామవాచక ఉపవాక్యాల ముందు విభక్తి ప్రత్యయం (preposition) ఉంచబడుతుంది. ఇది వాక్యంలోని ఇతర పదము లేక పదాలతో నామవాచకము యొక్క సంబంధాన్ని తెలుపుతుంది.

- Eg. i) She is fond of sweets
ii) He jumped into the river.

KINDS OF PREPOSITIONS

- Simple Prepositions** : As, on మొదలగు చిన్న చిన్న మాటలను simple prepositions అందురు. వానిలో ముఖ్యమైనవి: at (వద్ద), to (కు, కి), till (వరకు), by (ప్రక్కన, వలన), from (నుండి), in (లో, లోపల), into (లోపలికి, లోనికి), with (తో) down (క్రింద), of (యొక్క), near (దగ్గర), off (ఎడముగా), on (మీద), over (పైన), upon (మీద), out (బయట, అవతల), through (గుండా), under (క్రింద, దిగువ).
- Compound Prepositions** : ఒక noun కు గాని, ఒక adjective కు గాని ముందు (=on) గాని (=by) గాని, in (లో) చేర్చుటచే ఏర్పడు prepositions కు Compound prepositions అని పేరు.
Eg : About (గురించి, సుమారు), across (అడ్డముగా), above (పైన), along (వెంట, వెంబడి), amidst (మధ్య, నడుమ), among (వారిలో, వానిలో), amongst (మధ్య, నడుమలో), around (చుట్టును), before (ముందు, ముందర, ఎదుట), behind (వెనుక), below (వెనుక), beneath (క్రింద, అడుగున, దిగువన), beside (ప్రక్కన), between (మధ్య), beyond (అవతల), inside (లోపల), outside (వెలుపల, బయట), underneath (అడుగున) within (లోపల, లో) without (లేకుండా).
- Phrase Prepositions** : రెండుగాని, రెండు కంటే ఎక్కువ మాటలు కలిపి ఒక preposition చేయు పనిని చేసిన ఆ మాటల సముదాయమునకు phrase prepositions లేక prepositional phrases అని పేరు.
Eg : 1) along with 2) away from, 3) because of, 3) by virtue of, 5) in addition to, 6) in course of 7) in front of, 8) with regard to.
- Participle Prepositions** : Considering, pending, regarding, touching మొదలగు కొన్ని present participles, prepositions వలె పనిచేసినప్పుడు వానిని participle prepositions అందురు..
- Appropriate Prepositions** : కొన్ని verbs, nouns, adjectives తరువాత prepositions తప్పక వచ్చును. ఇట్టి prepositions ను appropriate prepositions అందురు.

Usage

★ About :

- Nearness of place (స్థలమునకు దగ్గరగా)
She had a friend about her.
I ran for about two kilometers.
- Nearness of time (కాలమునకు దగ్గరగా)
It is about to dawn.
He is about to drop the sword.
- Nearness of state (పరిస్థితికి దగ్గరగా)
The old man is about to die.
We are about to start.
- Occupation (వృత్తిపరమైన)
The doctor went about his daily rounds.
She went about the nursery.

- Concerning (ఒక విషయానికి సంబంధించిన)
I knew nothing about her character.
She knows about my hardwork.

★ Above :

- Over (పైన)
The roof is above our heads.
- More than అను అర్థంలో (దానికన్న ఎక్కువ)
I did not spend above two hundred rupee
- superior to అను అర్థంలో (అధికమైన)
This gentleman is above all such meanness.

★ After :

- sequence in place (స్థానం యొక్క వరుస)
Amala is placed after Kamala.
- Sequence in time (కాలము యొక్క వరుస)
He returned home after 8.p.m.
- Pursuing (వెంబడించు)
He is always after money.
- According to a name (పేరు గురించి)
The college is name after my father.
- Resemblance (పోలిక)
Murali takes after his mother.

★ Against :

- Opposition of place (స్థలం గురించి చెప్పున్నప్పుడు)
The porter leaned against the bench.
- Opposite of aim (ఉద్దేశమును గురించి తెలుపుటకు)
A foolish person acts against his own interest.
- Promotion (ముందు చూపు గురించి)
A bee stores up against a rainy day.
- Comparison (పోలిక గురించి చెప్పునప్పుడు)
Three clerks got promotion this year against the last year.

★ For :

- To mean in place of (ఒక దానికి బదులుగా)
Dalda is a substitute for ghee.
- To mean exchange (మారకమునకు)
I bought this book for fifty rupees.
- To mean purpose (ఉద్దేశము తెలుపుటకు)
She applied for a job.
- To mean direction or destination (గమ్యం గురించి చెప్పుటకు)
I am leaving for Hyderabad.
- To mean 'on account of' (ఆ కారణం వల్ల)
We talked slowly for fear of disturbing the sleeping child.
- In the sense of 'in spite of' (అయినప్పటికీ)
For all his efforts, he is unsuccessful.
- To say intention (ఒక దానిని సూచించుటకు)
There is a message for you.

★ Of :

- The dramas of Shakespeare are interesting (యొక్క).
- He is man of morals. (సంబంధం, గుణము)
- I wrote the letter on a sheet of paper. (భాగం)

- She died of typhoid. (కారణము)
- Ravi came of a rich family. (ఆధారం, మూలం)
- She sent me a basket of fruits. (పదార్థములను గురించి)
- The table is made of wood. (వస్తువు గురించి)
- This is the factory of her uncle. (కలిగియుండుట)
- He is blind of one eye. (హేతువు)
- What do they think of me ? (సంబంధించిన)

★ At :

- At 6 p.m. I shall meet you. (నిర్దిష్ట కాలము)
- She is at school. (స్థానమును సూచించుటకు)
- India and Pakistan are at war. (పరిస్థితి)
- The car is going at full speed. (వేగమును సూచించుటకు)
- Sugar is sold at Rs. 20/- a kg. (ధర)
- She threw a stone at the cat. (లక్ష్యం)
- All the children are at play. (నిమగ్నం)
- My cousin lives at Ramapuram. (గ్రామాలకు ముందు)

★ By :

- There is a house by the stream. (దగ్గర)
- She sat by her mother. (ప్రక్కన)
- She is taller than you by two inches. (కొలత)
- He swore by heaven. (ఒకదానిపై)
- She pulled the dog by chain. (సాధనంగా)

★ To :

- Ravi came to meet me. (ఉద్దేశం)
- He came to his village. (స్థలం)
- We shall pay to the last pie. (హద్దు)
- To their surprise, he won the race. (ఫలితం)

★ On :

- He kept the book on the desk. (స్థలం)
- She was born on the morning of the 15th August, 2004. (కచ్చితమగు కాలం)
- She is on probation this year. (పరిస్థితి)
- This is a book on grammar. (సంబంధించిన)
- She is on the staff of this school. (సభ్యత్వం)
- I am bent on reading law. (నిర్దిష్ట ఆశయం)
- He acts on the advice of his wife. (ఆధారం)

★ Off :

- He threw his cat off. (దూరంగా)
- The wedding of Vimala is put off. (వాయిదా)

★ In :

1. My brother lives in Mumbai. (స్థలము)
2. I took my degree in 1980. (కాలం)
3. Do not go out in the rain. (పరిస్థితి)
4. The baby is dressed in silk. (తో)
5. She spends her time in reading books. (పనిని తెలుపుట)

★ Into :

1. The scout jumped into the river. (లోనికి)
2. He ran into debts. (ప్రవేశించు)

★ Since :

1. She has been living here since 1990. (నిర్దిష్ట కాలం - Point of time)
2. We have been playing since 4 p.m.

★ For :

1. She has been living here for ten years. (Period of time)
2. We have been playing for an hour.

APPROPRIATE PREPOSITIONS

(to be used after verbs, nouns, adjectives and participles)

Laugh	at	Look	into	Separate	from	Surrender/Exception	to
Look		Peep		Safe		Yield/Attachment	
Jump		Jump		Decide	on	Accede/Attachment	
Jeer		Admit		Depend		Adapt/admission	
Smile		Happy	about	Reflect		Limit/Alternate	
Stare				Rely		Loyal	
Wonder				Spend		Obedience	
Aim				Based		Opposition	
Gage				Bestow		Resemblance	
Good				Congratulate		Attitude	
Clever				Comment		Contrast	
Slow				Expenditure		Contrary	
Amused				Decision		Equivalent	
Quick				Influence		Faithful	
Look	up	Refrain	from	Lean	against	Foreign	
Climb		Prohibit		Rebel		Inferior	
Pick		Protect		Warn		Superior	
Keep		Subtract		Guard		Senior	
Go		Save		Attach	to	Junior	
		Recover		Attend		Indifferent	
	from	Exemption	to	Accustomed		Prefer	
		Release		Add		Preferable	
		Deliverance		Amount		Known	
		Free		Adhere		New	
				Applicable		Opposite	
				Consent		Partial	
Absent	from	Contrary	to	Contribute		Related	with
Different		Applicable		Introduce/Cruelty		Cope	
Exempt		Accustomed		Listen/Danger		Unite	
Far		Hostile/Condemned		Married / Similar		Disagree	

Worked	with	Happiness	in	Admit	of	Desire	for
Patience		Difficulty		Convince		Liking	
Comply		Satisfaction		Die		Gratitude	
Coincide		Skill		Think		Fondness	
Fight / Quarrel		Backward		Skill		Affection	
Dispense		Dressed		Beware		Fit	
Fill		Rich		Confident		Qualified	
Interfere		Poor		Difficulty		Responsible	
Part		Accurate		Satisfaction		Prepared	
Sympathize				Happiness		Sorry	
Threaten						Suitable	
Meddle		Approve	of	Care	for	Useful	
Enmity		Dispose		Hope		Destined	
War		Witness		Pray		Eligible	
Contend		Experience		Long		Send	
Busy		Dislike		Ready		Eager	
Familiar		Disturb					
Inconsistent		Proof					
Patient		Result					
Pleased		Sense					
War		Victim					
Popular		Want					
Acquainted		View					
Disgusted		Capable					
Aware		Afraid					
		Envious					
Involve	in	Conscious					
Indulge		Independent					
Look		Proud					
Believe		Worthy					
Delight		Fond					
Increase		Full					
Succeed		Innocent					
Excel		Shy					
Absorb		Sick					
Confidence							
Boast	of	Cry		break up	=	support (సమర్థించు)	
Tired		Compensated		blow over	=	pass of (జరిగిపోవు)	
Think		Beg		break out	=	suddenly happen	
Afraid		Wish				(అకస్మాత్తుగా సంభవించు)	
Ashamed		Wait		break away	=	withdraw, give up	
Accuse		Weep				(ఉపసంహరించుకొను, వదలుకొను)	
				break through	=	make a way through	
						(దారిని సాధించు)	
				break off	=	stop talking	
						(మాట్లాడుట నిలిపివేయు)	
				break down	=	fail (ప్రణిచేయకుండు)	
				break into	=	enter by force (జొరబడు)	
				bring up	=	rear, educate (పోషించు, పెంచు)	
				bring a home to	=	prove (రుజువు చేయు)	
				bring about	=	cause (కారణమగు)	
				bring forth	=	produce (నిర్మించు)	
				bring round	=	set right (దారికి తెచ్చు)	
				call on	=	pay a visit (దర్శించు)	
				call for	=	urge, ask (కోరు)	
				call in	=	summon (అజ్ఞాపించు)	
				call off	=	cancel (రద్దపరచు)	
				call at	=	come (వచ్చు)	
				call up	=	recollect (జ్ఞప్తికి తెచ్చుకొను)	

Study the following Prepositional Phrases carefully :

backup	=	support (సమర్థించు)
blow over	=	pass of (జరిగిపోవు)
break out	=	suddenly happen
		(అకస్మాత్తుగా సంభవించు)
break away	=	withdraw, give up
		(ఉపసంహరించుకొను, వదలుకొను)
break through	=	make a way through
		(దారిని సాధించు)
break off	=	stop talking
		(మాట్లాడుట నిలిపివేయు)
break down	=	fail (ప్రణిచేయకుండు)
break into	=	enter by force (జొరబడు)
bring up	=	rear, educate (పోషించు, పెంచు)
bring a home to	=	prove (రుజువు చేయు)
bring about	=	cause (కారణమగు)
bring forth	=	produce (నిర్మించు)
bring round	=	set right (దారికి తెచ్చు)
call on	=	pay a visit (దర్శించు)
call for	=	urge, ask (కోరు)
call in	=	summon (అజ్ఞాపించు)
call off	=	cancel (రద్దపరచు)
call at	=	come (వచ్చు)
call up	=	recollect (జ్ఞప్తికి తెచ్చుకొను)

carry out	= put into practice (వాడుకలోనికి తెచ్చు)
carry on	= continue (కొనసాగించు)
carry through	= bring safely out of trouble (కష్టాల నుండి గట్టెక్కించు)
carried off	= killed (చంపబడిన)
cast away	= wrecked (తుఫాను దెబ్బ తీసిపించెను)
cast down	= depressed (నిరాశ చెందెను)
come about	= happen (సంభవించు)
come across	= meet (కలియు)
come up	= get (పొందు)
come off	= take place (జరుగు, సంభవించు)
come to	= account to (స్థాయికి వచ్చు)
come up	= raise for discussion (చర్చకు లేవనెత్తు)
come round	= recover (తేరుకొను)
come into	= inherit (వంశపారంపర్యంగా పొందు)
come through	= get success (విజయాన్ని సాధించు)
cut short	= stop someone from speak- ing (ఒకరిని మాట్లాడకుండా చేయు)
cut up	= distressed (నిరాశచెందెను)
do up	= repair (బాగుచేయు)
do with	= tolerate (సహించు)
do without	= dispense (లేకుండా)
fall back	= retreat (వెనుక ముఖం పట్టుట)
fall back upon	= rely (ఆధారపడు)
fall in with	= meet accidentally (అనుకోకుండా కలియు)
fall behind	= lag (వెనుకబడిపోవు)
fall upon	= jump (పడు, దుముకు)
fall out	= disagree (ఏకీభవింపక)
fall off	= diminish (తగ్గు)
fall over	= stumble (దేనిపైనైనా పడుట)
fall through	= come to nothing (ఫలితం దక్కకుండు)
get off	= escape (తప్పించుకొను)
get on with	= manage (సమర్థించుకొను)

get away	= escape (తప్పించుకొను)
get about	= move about (సంచరించు)
get at	= reach (చేరు, అందుకొను)
get along	= make progress (అభివృద్ధిని పొందు)
get across	= to cross over (అడ్డంగా పోవు)
get through	= pass (కృతార్థుడగు)
get under	= control (అదుపులోకి తెచ్చు)
get in	= (ప్రవేశించు)
get over	= recover (తేరుకొను)
go about	= move from one place to an- other (ఒకచోటు నుండి వేరొక చోటుకు వెళ్ళు)
go after	= pursue (వెంబడించు)
go back on	= fail to keep (మాటతప్పు)
go by	= judge from (నిర్ణయించు)
go into	= examine (పరిశీలించు)
go through	= examine (పరిశీలించు)
go down	= sink (మునిగిపోవు)
go for	= get (పొందు)
go off	= explode (బద్దలగు)
go on	= proceed (కొనసాగించు)
go with	= agree with (అంగీకరించు)
give oneself	= surrender (తొంగిపోవు)
give up	= abandon (వదిలివేయు)
give in	= yield (తొంగిపోవు)
give out	= publish (ప్రచురించు)
hold out	= offer (ఇవ్వబోవు)
hold up	= stop (నిలబిపోవు)
hold on	= cling (అంటిపెట్టుకొనియుండు)
held over	= postponed (వాయిదాపడెను)
keep back	= push back (వెనుకకు గెంటివేయు)
keep up	= maintain (నిలబెట్టు)
keep in	= confine (బలవంతంగా నిలుపు)
keep down	= minimize (తగ్గించుకొను)
knock about	= wander about (వృధాగా తిరుగు)
knock down	= to make one fall (క్రింద పడవేయు)

knock up	= exhaust (అలసిపోవు)
lay down	= surrender (లోంగిపోవు)
lay out	= invest (పెట్టుబడి పెట్టు)
laid up	= confined to bed (మంచం పట్టెను)
lay by	= save for future needs (భవిష్యత్తు ఉపయోగార్థం భద్రపరచు లేక దాచు)
look over	= examine (పరిశీలించు)
look after	= take care of (సంరక్షించు)
look down on	= treat indecently (హీనంగా)
look forward	= anticipate (ఎదురుచూచు)
look up	= show improvement (వృద్ధిని చూపు)
make off	= run away (పారిపోవు)
make up	= become friendly (స్నేహితులగుట)
make out	= discover, find, understand (గ్రహించు)
pass by	= overlook (ఉపేక్షించు)
pass through	= undergo (ఒకదాని గుండా పోవు)
pass on	= die, handover (మరణించు, అందించు)
pass for	= regarded as (చెలామణియగు)
put away	= put out of use (ఉపయోగింపక నిర్లక్ష్యంగా)
put on	= wear (ధరించు)
put aside	= put out of use (ఉపయోగింపకుండు)
put by	= save (దాచు)
put through	= connect (కలుపు)
put up	= raise (లేవనెత్తు)
put up with	= adjust (సర్దుకొను)
put out	= extinguish (ఆర్పివేయు)
put off	= postpone, evade (వాయిదా వేయు, తప్పించుకొను)
run down	= enfeebled (నీరసపడు)
run out	= exhaust (అలసిపోవు)
run to	= amounted to (అంతకువేరెను)

stand by	= be ready (సిద్ధంగా ఉండు)
stand up	= maintain (నిర్వహించు)
see through	= detect (పసిగట్టు)
see off	= witness one's departure (సాగనంపు)
set aside	= annulled (కొట్టివేసెను)
see about	= took steps about (చర్య గైకొనెను)
set off	= start (ఋజులుచేసెను)
set in	= begin (ప్రారంభమగు)
take after	= resemble (పోలియుండు)
take down	= write (వ్రాయు)
take for	= regard as (భావించు)
take in	= understand (అర్థం చేసుకొను)
take to	= show liking for (ఇష్టం చూపు)
take up	= occupy (అక్రమించు)
turn out	= assemble (గుమిగూడు)
turn off	= stop (నిలిపివేయు)
turn down	= reject (తిరస్కరించు)
turn on	= cause to happen (సంభవించు)

PRACTICE TEST

Choose the correct Prepositions :

- Do you go to college bicycle or foot ?
a) on, by b) by, on
c) on, on d) by, by
- He doesn't read night.
a) in b) at c) of d) till
- I saw him the morning.
a) in b) on c) at d) of
- He hit the dog stone.
a) with b) on c) by d) at
- We travelled train.
a) by b) on c) with d) in
- She takes her mother.
a) after b) to c) with d) of
- Tanmai is married Mohan.
a) to b) with c) for d) of

8. The carpet is made expensive wool.
a) in b) with c) of d) for
9. They live the same roof.
a) in b) at c) under d) on
10. He broke the jug hundred pieces.
a) to b) into c) with d) for
11. Let us hope the best.
a) for b) to c) with d) of
12. He deals foreign goods.
a) in b) with c) for d) of
13. Look the picture.
a) on b) at c) of d) for
14. Nights are cool summer.
a) on b) in c) for d) about
15. She is eligible the post.
a) for b) at c) with d) of
16. This contrary all rules.
a) to b) over c) above d) of
17. The reason slow production of cotton is lack of irrigation.
a) of b) for c) at d) about
18. The moon doesn't shine its own light.
a) with b) by c) from d) to
19. God is good me.
a) at b) by c) on d) to
20. I shall do it pleasure.
a) in b) for c) with d) to
21. Don't argue than man.
a) on b) for c) with d) of
22. I am thankful God.
a) to b) for c) at d) with
23. I saw him the morning tenth.
a) in, on b) on, in c) on, of d) of, on
24. We listened his speech the radio.
a) to, on b) on, to c) on, on d) to, to
25. We have been playing yesterday.
a) for b) since c) on d) of
26. The price depends demand.
a) on b) for c) at d) out
27. We were tired waiting.
a) of b) for c) at d) out

28. He is good Mathematics.
a) in b) at c) for d) over
29. She died cancer.
a) with b) of c) off d) from
30. He climbed the wall.
a) to b) on c) over d) by

The underlined Prepositions in the following sentences are wrong. Find out the correct Prepositions.

31. I sympathize to you for your misfortune.
a) at b) by c) with d) to
32. You are responsible on the faults.
a) in b) to c) for d) with
33. I hope to reach the railway station for an hour.
a) in b) by c) to d) of
34. Vinay takes pride with doing great things.
a) on b) in c) for d) of
35. They were angry on me for nothing.
a) to b) by c) for d) with
36. We congratulated her to her success.
a) at b) on c) with d) in
37. She insisted over seeing the files.
a) in b) for c) on d) about
38. Television was invented at J.L. Baird.
a) with b) by c) on d) to
39. He has not recovered by illness.
a) from b) in c) with d) over
40. The mother brought to the child with care.
a) at b) with c) up d) for

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) b | 2) b | 3) a | 4) a | 5) a |
| 6) a | 7) a | 8) c | 9) c | 10) b |
| 11) a | 12) a | 13) b | 14) b | 15) a |
| 16) a | 17) b | 18) b | 19) d | 20) c |
| 21) c | 22) a | 23) a | 24) a | 25) b |
| 26) a | 27) a | 28) b | 29) b | 30) c |
| 31) c | 32) c | 33) a | 34) b | 35) d |
| 36) b | 37) c | 38) b | 39) a | 40) c |

B) ARTICLES

ఆంగ్ల భాషలో Determiners అంశానికి చెందినవే Articles.

ఇవి రెండు రకాలు : 1) Indefinite articles

2) Definite article

A, an and *the* are called articles.

A, an మరియు *the* లు articles అనబడతాయి.

A మరియు *an* లు indefinite articles.

A or An

- ★ The Indefinite article *a* or *an* is used before a countable noun in the singular.

(ఏక వచనములో వున్న Countable noun కు ముందు *a* కాని, *an* కాని ఉపయోగించవలెను.)

Countable nouns : లెక్కించుటకు వీలయినవి - book, pen etc.

Uncountable nouns : లెక్కించుటకు వీలులేనివి - sugar, wood, water etc.

Ex : a book, a pen.

an onion, an ear, an egg.

- ★ *A* is used before words beginning with a consonant sound.

(హల్లు శబ్దము నిచ్చు మాటలముందు *a* ఉపయోగించవలెను.)

Ex : a boy, a girl.

- ★ There are words spelt with *u* or *eu* at the beginning. But the sound is that of a consonant. *A* is used before such words.

(కొన్ని మాటలు *u* తో గాని *eu* తో గాని ప్రారంభమగును. కాని అవి హల్లు శబ్దమునే ఇచ్చును. ఆ మాటల ముందు *a* ఉపయోగించవలెను)

Ex : a unit, a university, a useful book, a European.

- ★ *An* is used before words beginning with a vowel sound.

(అచ్చు శబ్దమునిచ్చు మాటల ముందు *an* ఉపయోగించవలెను)

Ex : an ant, an eye, an Indian, an ox, an umbrella.

- ★ There are words starting with 'h' which is silent. *An* is used before such words.

(కొన్ని మాటలు silent h తో ప్రారంభమగును. ఆ మాటల ముందు *an* ఉపయోగించవలెను.)

Ex : an hour, an heir, an honour.

- ★ Note the difference between the use of *a* or *an* in the following :

(ఈ క్రింద కొన్ని మాటల ముందు *a*; కొన్ని మాటలముందు *an* ఉపయోగించబడినవి. తేడాను గమనించగలరు.)

Ex : a year - an ear

a university - an umbrella

a one - rupee coin - an orange

(Note the w sound of one)

a horse - an honour

- ★ *A* or *an* must be used after 'such' which is applied to countable singular nouns.

(లెక్కించుటకు వీలయిన ఏకవచన నామవాచకములకు ముందు *such* వున్న, *such* తర్వాత *a* గాని, *an* గాని ఉపయోగించవలెను)

Ex : He is such a fool.

It is such an honour.

- ★ Few మరియు little దాదాపుగా Negative Sense ను ఇస్తాయి. పెద్దగా/దాదాపుగా ఏమీ లేదు/లేవు/లేదు అనే అర్థాన్ని ఇస్తాయి.
The governor has little real power (Governor కు నిజమైన అధికారం పెద్దగా ఏమీ లేదు)
Few politicians are honest (నిజాయితీ గల రాజకీయ నాయకులు దాదాపుగా ఏవరూ లేరు)
- ★ Few మరియు little ముందు a ఉంచినప్పుడు, అంటే a few మరియు a little Positive Sense ను ఇస్తాయి. ఎంతోకొంత ఉన్నాయి/ఉన్నారు/ఉంది అనే అర్థాన్నిస్తాయి.
Would you like a little sugar in the juice ? (juice లో కొంత sugar వేసుకుంటావా?)
We've got a few friends in this town. (ఈ పట్టణంలో మాకు కొంతమంది friends ఉన్నారు)
- ★ A or an is used before a singular noun which expresses the generic singular where the one thing named represents all of that kind.
(ఒక జాతి మొత్తాన్ని తెలియజేయు ఏకవచన నామవచకమునకు ముందు a కాని, an కాని ఉపయోగించవలెను.)
Ex : A dog is a faithful animal. (all dogs)
A student should study hard. (all students)
- ★ A or an has a distributive meaning. (i.e. denoting each)
(A లేక an ప్రతి యొక్క అను అర్థము నిచ్చును.)
Ex : He goes to Bombay twice a month (every month)
We can travel sixty miles an hour. (every hour)
- ★ A or an is used before most illnesses.
(వ్యాధుల పేర్లకు ముందు a గాని, an గాని ఉపయోగించవలెను.)
Ex : He has got a cold and a sore throat.
I have a cough.
She has a headache.
- ★ A or an is used before a proper noun to make it a common noun.
(Common noun గా వాడబడు proper noun కు ముందు a గాని an గాని ఉపయోగించవలెను.)
Ex : A Daniel has come to judgement. (a wise judge)
He is a Shakespeare. (a great dramatist)
- ★ A or an is used after some prepositions, especially 'as', 'for', 'on' and 'at'.
(కొన్ని prepositions ముందు a గాని an గాని ఉపయోగించవలెను.)
Ex : They don't do it as a rule.
We did it for a change.
Cloth is manufactured on a large scale.
The car was sold at a profit.

The

The definite article 'The' is used

- ★ When we refer to a particular person, place or thing.
(ప్రత్యేకముగా ఒక వ్యక్తిని, ప్రదేశమును లేక వస్తువును గురించి చెప్పునప్పుడు 'The' ఉపయోగించాలి.)
Ex : I took the book which was on the table.
I saw the man who was standing there.

- ★ Before the names of mountain ranges and groups of islands.

(పర్వతశ్రేణుల పేర్ల ముందు, ద్వీపముల సమూహముల పేర్ల ముందు 'The' వాడాలి.)

Ex : *The Himalayas* lie to the North of India.

The Andamans are a group of islands.

Note : But no article is used before the name of a single mountain or island.

(కాని ఒక పర్వతము లేక ద్వీపము పేరు ముందు Article వాడరాదు.)

Ex : x Everest

x Ceylon

- ★ Before the names of rivers, seas, oceans, gulfs, canals, valleys and deserts.

(నదుల పేర్లముందు, సముద్రములు, మహాసముద్రముల పేర్ల ముందు జలసంధుల పేర్లముందు, కాలువల పేర్లముందు, లోయలు, ఎడారుల పేర్లముందు 'The' వాడాలి.)

Ex : *The Ganges*, *The Krishna*; *The Thames*

The Arabian sea; *The Red Sea*

The Indian Ocean, *The Pacific Ocean*

The Persian Gulf; *The Gibraltar Gulf*

The Suez Canal; *The Bandar Canal*

The Kulu Valley; *The Kashmir Valley*

The Sahara Desert; *The Thar Desert*

- ★ Before the names of trains, ships and newspapers.

(రైళ్ళు, ఓడలు, వార్తాపత్రికల పేర్లముందు 'The' వాడబడుతుంది.)

Ex : *The Godavari Express*, *The Gowthami Express*

The Jala Usha, *The Queen Elizabeth*

The Hindu, *The times of India*

- ★ Before a noun which is only one of its kind or unique.

(రకమునకు ఒకటే వున్న లేదా ప్రత్యేకమైన నామవాచకమునకు ముందు 'The' ఉపయోగించబడుతుంది.)

Ex : *The moon* shines in the sky.

The sun rises in the east.

- ★ Before the names of sacred books.

(పవిత్ర గ్రంథముల పేర్ల ముందు 'The' వాడబడుతుంది.)

Ex : *The Bible*, *The Koran*, *The Gita*.

- ★ Before the parts of the body or one's clothing.

(శరీరావయవముల పేర్లముందు, వస్త్రధారణకు సంబంధించిన పేర్లముందు 'The' వాడెదరు.)

Ex : He pulled his brother *by the* shirt.

The thief hit him on *the* neck.

- ★ Before the names of business houses, government departments, banks etc.

(ప్రభుత్వశాఖల, వ్యాపార భవనముల, బ్యాంకుల పేర్ల ముందు 'The' ఉపయోగించబడుతుంది.)

Ex : *The Social Welfare Department*, *The Department of Education*.

The Taj Hotel, *The Asoka Hotel*.

The State Bank, *The Andhra Bank*

Note : But 'The' is not used before the names which have a personal name in the beginning.

(కాని వ్యక్తిగత పేర్లతో ప్రారంభించబడినప్పుడు 'The' వాడరాదు.)

Ex : x Smith's Bank

x Ramamohana Library

x Kundan's store

- ★ Before a singular common noun to represent a whole class.

(ఏకవచనములో నున్న common noun ముందు 'The' వాడిన ఆ 'noun' ఆ జాతి మొత్తమును తెలియజేస్తుంది.)

Ex : The cow is a useful animal

(The cow = all cows)

The owl cannot see well.

(The owl = all owls)

- ★ When it is clear from the context that a particular person, place or thing is meant.

(సందర్భమునుబట్టి ఖచ్చితముగా ఫలానా అని తెలిసిన ఆ నామవాచకము ముందు 'The' వాడతాము.)

Ex : I met the Mayor yesterday. (Mayor of the speaker's city)

The boy ran into the street. (street which was in front of his house).

- ★ Before the adjectives in the Superlative Degree.

(Superlative Degree వున్న adjective ముందు 'The' వాడతారు.)

Ex : Praveen is the best boy in the class.

Sowmya is the most hardworking girl.

- ★ Before adjectives to make them nouns representing a whole class.

(Adjectives ముందు 'The' వాడిన అవి ఆ రకమును మొత్తము తెలియజేయు నామవాచకములుగా అర్థాన్నిస్తుంది.)

- ★ Before geographical names qualified by an adjective or an adjectival phrase.

(భౌగోళిక నామములు కలిగి ముందు విశేషణమును కలిగిన నామవాచకముల ముందు 'The' వాడతారు.)

Ex : The United States.

- ★ Before the names of the countries which contain Kingdom or Republic.

(Kingdom లేదా Republic అని కలిగిన దేశముల పేర్ల ముందు 'The' వాడాలి.)

Ex : The United Arab Republic

The United Kingdom

- ★ Before the geographically important places.

(భౌగోళికంగా ప్రాధాన్యతగల పేర్లముందు 'The' వాడాలి.)

Ex : The Punjab

- ★ Before the comparatives in the following pattern.

(Comparative Degree లో adjectives ముందు ఈ క్రింది రకములైన వాక్యములలో వాడతారు.)

Ex : Of the two sisters, Nirmala is the taller.

- ★ Before the ordinal numbers.

(First, second మొదలైన పదముల ముందు వాడతారు.)

The first boy will get the ticket.

She was the last girl to go to Mumbai.

- ★ Before a personal name that signifies a family.

(ఒక కుటుంబమును తెలియజేయు వ్యక్తిగత పేరు ముందు వాడతారు.)

Ex : I met the Johns last night.

- ★ Before the names of the musical instruments :

(సంగీత వాయిద్యముల పేర్ల ముందు వాడతారు.)

Ex : Radha plays the violin very well.

- ★ Before words representing inventions.

Ex : The TV is very useful.

- ★ In adverbial expressions like.

Ex : The more we have, the more we want.

- ★ Before the proper noun referring to the people of a country.

Ex : *The* Indians, *The* Chinese.

- ★ With certain titles like.

Ex : Alexander *the* Great.

Elizabeth *the* Second.

- ★ With words expressing time.

Ex : In *the* evening.

On *the* 15th.

- ★ In the sense of 'the right' or 'the very'.

Ex : It is *the* book on Milton.

- ★ In certain *time phrases*.

Ex : *The* beginning, *the* middle.

The Past, *The* Present, *The* Future, *The* end.

No Articles

'The' is omitted on the following occasions.

(*'The'* ఈ క్రింది సందర్భములలో వాడకూడదు.)

- ★ Before Proper Nouns.

(Proper Nouns ముందు వాడరాదు.)

Ex : x Rama

x Delhi

- ★ Before Material Nouns

(Material Nouns ముందు వాడరాదు.)

Ex : x iron is heavier than x silver.

x wood, x cotton.

- ★ Before the names of meals.

(భోజనముల పేర్లు ముందు వాడరాదు.)

Ex : We invited them to x lunch.

He takes bread for x breakfast.

Note : If the meal implies a social function, *'the'* is used.

(ఒక విందును గురించి ప్రత్యేకించి చెప్పునప్పుడు *'the'* వాడెదరు.)

Ex : They have arranged the lunch at the Mamata Hotel.

Note : If the name of a meal indicates the food but not the occasion, *the* can be used before it.

Ex : *The* dinner was very tasty.

- ★ Before the names of languages.

(భాషల పేర్లు ముందు వాడరాదు.)

Ex : x Telugu, x Hindi, x English

- ★ Before the Plural Common Nouns when they are used in a general sense.

(బహువచనములో వున్న Common Nouns ముందు వాడరాదు.)

Ex : x Cows are useful animals.

- ★ Before the words which indicate close relationship.

(దగ్గర బంధుత్వమును తెలుపు పదముల ముందు వాడరాదు.)

Ex : How is x mother?

Has x father come?

- ★ Before the names of games.

(అటల పేర్ల ముందు వాడరాదు.)

Ex : Gavaskar plays x cricket well.

Martina plays x tennis well.

- ★ Before the names of countries.

(దేశముల పేర్ల ముందు వాడరాదు.)

Ex : x India is a great country.

I like x England very much.

Note : If the country is made up of smaller units, the must be used before it.

(చిన్న చిన్న ప్రాంతములన్ని కలిసి ఒక దేశమైన యెడల అటువంటి దేశము పేరు ముందు 'the' వాడవలెను.)

Ex : *the* U.S.A, *the* U.S.S.R, *the* Netherlands.

- ★ Before names like King, Emperor, Queen, President, Prime Minister, Pope, if they are followed by the name of the person occupying that office.

(King, Emperor మొదలగు పదముల తర్వాత ఆ పదవులలో నున్న వ్యక్తి పేరు వచ్చినప్పుడు 'the' వాడరాదు.)

Ex : x King Charles.

x Queen Victoria.

x Prime Minister Manmohan Singh.

- ★ Before the word man when it is used to refer to the human race.

(మానవ జాతిని మొత్తము తెలియజేయుటకు man అను పదము వాడునప్పుడు 'The' ఉపయోగించకూడదు.)

Ex : x Man proposes, God disposes.

- ★ Before the nouns like school, college, church, hospital, jail, work, bed, prison, when we refer to the main purpose for which they exist.

(School, college, church మొదలగు ప్రదేశములకు అవి నిర్దేశింపబడిన ముఖ్య పనికొరకు వెళ్ళిన ఆ పదముల ముందు 'The' వాడరాదు.)

Ex : I go to x college. (to study)

He went to x hospital. (for treatment)

Note : If *the* is used before these words, they mean only the premises.

(ఈ పదముల ముందు 'The' వాడిన ఆ ప్రదేశములకు ముఖ్య ఉద్దేశ్యముతో వెళ్లుట కాదని అర్థము. వాటికి యితర ఉద్దేశ్యములు వెళ్లుట అని అర్థము వచ్చును.)

Ex : I go to *the* college. (to meet the Principal)

He went to *the* hospital. (to visit his sick friend)

- ★ In set expressions like all day, all night.

(all day, all night వంటి వాటిలో మధ్యన 'the' రాకూడదు.)

Ex : He studied all night

It rained all day.

- ★ In certain phrases which consist of a transitive verb and its object.

(సకర్మక క్రియ, దాని కర్మగల phrases లో వాడరాదు.)

Ex : I sent x word to him.

Her clothes caught x fire.

- ★ In some other phrases which consist of a preposition and its object.

(Preposition మరియు object గల phrases వాడరాదు.)

Ex : By x train

On x foot

EXERCISE -1

1. Use **a** or **an** in the following sentences wherever necessary. Put X where Article is not necessary. (Answers are given in the brackets)

1. _____ gold is _____ precious metal. (x; a)
2. _____ coffee is _____ popular drink. (x; a)
3. _____ umbrella is necessary in the rainy season. (An)
4. He has _____ ear for _____ music. (an; x)
5. _____ ant is _____ insect. (An; an)
6. _____ dog eats _____ meat. (A, x)
7. _____ guitar makes _____ music. (A; x)
8. _____ sugar is sweet. (x)
9. _____ bread costs two rupees _____ loaf. (x; a)
10. Please give me _____ pen. (a)
11. John hoped that he would go to _____ university. (a)
12. He will come in _____ hour. (an)
13. France is _____ European nation. (a)
14. He thinks it is _____ honour. (an)
15. This _____ useful lesson. (a)
16. It is _____ exercise in grammar. (an)
17. _____ horse is _____ animal. (A; an)
18. London is _____ big city. (a)
19. My brother is _____ engineer. (an)
20. Such _____ incident never occurred. (an)

EXERCISE -2

Fill in the blanks in the following sentences with the words given in brackets. Add a or an if necessary in the right place. (Answers are given in the brackets).

1. He wants to be _____ engineer. (an)
2. Canada is _____ large country. (a)
3. My sister is _____ doctor. (a)
4. I never saw such _____ idiot. (an)
5. The ring is made of _____ gold. (x)
6. Shakespeare was _____ Elizabethan. (an)
7. Eliot was _____ poet. (a)
8. They had _____ long innings. (a)
9. Galileo was _____ Italian scientist. (an)
10. It is _____ pleasure to teach English. (a)

EXERCISE -3

Insert the articles wherever necessary :

1. He gave me one rupee note.
2. Brutus is honourable man.
3. There is ugly scar on his face.
4. He is fool to say so.

5. He visits Tirupati once year.
6. Higher you climb, colder it gets.
7. She can play veena very well.
8. She gave me nice cup of tea.
9. Bird can fly.
10. There is bridge over Godavari.
11. Can you show Philippines in this map ?
12. He came by Grand Trunk Express.

KEY TO EXERCISE - 3

1. He gave me a one rupee note.
2. Brutus is an honourable man.
3. There is an ugly scar on his face.
4. He is a fool to say so.
5. He visits Tirupati once a year.
6. The higher you climb, the colder its gets.
7. She can play the veena very well.
8. She gave me a nice cup of tea.
9. A bird can fly.
10. There is a bridge over the Godavari.
11. Can you show the Philippines in this map ?
12. He came by the Grand Trunk Express.

EXERCISE -4

Fill in the blanks with 'a', 'an' or 'the' :

1. The earth revolves round _____ Sun.
2. Their leader is _____ unique person.
3. His grandfather always carries _____ umbrella.
4. Gandhi considered himself _____ ordinary man.
5. He ate _____ apple that was meant for the guest.
6. I cannot remember _____ story, which he told.
7. There is _____ African boy in our school.
8. He went to Egypt to see _____ Pyramids.
9. Gold is _____ precious metal.
10. The children found _____ egg in the nest.
11. The earth is _____ planet.
12. Mr. John Kerry is _____ American.
13. The Ramayana is _____ epic.
14. Lucknow is one of _____ biggest cities in India.
15. He is _____ Gavaskar of our Cricket team.
16. That girl is _____ orphan.
17. There is _____ tremendous progress in Computer field.

KEY TO EXERCISE - 4

- | | | | | | | |
|---------|--------|--------|-------|--------|--------|---------|
| 1) the | 2) a | 3) an | 4) an | 5) the | 6) the | 7) an |
| 8) the | 9) a | 10) an | 11) a | 12) an | 13) an | 14) the |
| 15) the | 16) an | 17) a | | | | |

EXERCISE - 5

- He reads _____ Bible everyday.
- Frank is _____ American but Robinson is _____ European.
- _____ Ganga is a holy river.
- _____ stitch in time saves nine.
- He has _____ ulcer on his leg.
- The Pacific is _____ ocean.
- There is _____ ox under the tree.
- I saw _____ one-eyed beggar.
- We should help _____ poor.
- This is _____ university.
- _____ Himalayas lie to the north of India.
- _____ Nile is long river.
- It is _____ historic occasion.
- _____ darkest cloud has _____ silver lining.

KEY TO EXERCISE - 5

- | | | | | | | |
|--------|----------|--------|---------|---------|-------|------------|
| 1) the | 2) an, a | 3) The | 4) A | 5) an | 6) an | 7) an |
| 8) a | 9) the | 10) a | 11) The | 12) The | 13) a | 14) The, a |

PRACTICE TEST - 1

Find the correct article for the following sentences.

- We are studying _____ English.
a) a b) an c) the d) no article
- I met him at _____ church.
a) a b) an c) the d) no article
- Mr. Rao became _____ principal of the college in 2005.
a) a b) an c) the d) no article
- How blue _____ sky looks !
a) a b) an c) the d) no article
- The musician was _____ old Musalman.
a) a b) an c) the d) no article
- Yesterday _____ European called at my office.
a) a b) an c) the d) no article

- I was invited by _____ Reddys.
a) a b) an c) the d) no article
- _____ living dog is better than a dead lion.
a) A b) An c) The d) No article
- He turned towards me with _____ cheerful look.
a) a b) an c) the d) no article
- _____ cement is used for building houses.
a) A b) An c) The d) No article
- It was _____ coldest and driest day.
a) a b) an c) the d) no article
- _____ action will be taken against him.
a) A b) An c) The d) No article
- January is _____ first month of the year.
a) a b) an c) the d) no article

4. The sun rises in ____ east.
a) a b) an c) the d) no article
15. Mount Everest is ____ highest peak in the world.
a) a b) an c) the d) no article
16. It is ____ best of five matches.
a) a b) an c) the d) no article
17. It was ____ unique choice.
a) a b) an c) the d) no article
18. Poetry is ____ essence of humanity.
a) a b) an c) the d) no article
19. Krishna is considered to be ____ ideal student.
a) a b) an c) the d) no article
20. He has joined ____ three-year course.
a) a b) an c) the d) no article
21. Of Delhi and Mumbai, which is ____ hotter?
a) a b) an c) the d) no article
22. ____ little knowledge is a dangerous thing.
a) A b) An c) The d) No article
23. Among the politicians, who could be called ____ most honest?
a) a b) an c) the d) no article
24. ____ craftiness is essential for a politician.
a) A b) An c) The d) No article
25. He has been causing trouble since ____ day he came.
a) a b) an c) the d) no article
26. ____ elephant is a huge animal.
a) A b) An c) The d) No article
27. ____ earth goes round the sun.
a) A b) An c) The d) No article
28. It is ____ historical novel.
a) a b) an c) the d) no article
29. ____ virtue is its own reward.
a) A b) An c) The d) No article
30. ____ Eskimos make houses of snow and ice.
a) A b) An c) The d) No article
31. When will ____ father be back?
a) a b) an c) the d) no article
32. It was ____ proudest moment of my life.
a) a b) an c) the d) no article
33. What ____ beautiful scene this is!
a) a b) an c) the d) no article
34. He neglects attending church, though ____ church is only a few yards from his house.
a) a b) an c) the d) no article
35. He is ____ M.P.
a) a b) an c) the d) no article
36. There are hundred centimeters in ____ metre.
a) a b) an c) the d) no article
37. I saw ____ book on the table.
a) a b) an c) the d) no article
38. He is writing on ____ paper with a pen.
a) a b) an c) the d) no article
39. He is ____ Ex. MLA.
a) a b) an c) the d) no article
40. The harder you work, ____ better it will be.
a) a b) an c) the d) no article
41. We can buy oranges by ____ dozen.
a) a b) an c) the d) no article
42. ____ beauty is admired by all.
a) A b) An c) The d) No article
43. ____ beauty of Nur Jahan is famous all over the world.
a) A b) An c) The d) No article
44. He is a good poet but not ____ Shakespeare.
a) a b) an c) the d) no article
45. I found ____ one rupee note.
a) a b) an c) the d) no article
46. ____ Himalayas lie to the North of India.
a) A b) An c) The d) No article
47. ____ Cotton grows in India, America and Egypt.
a) A b) An c) The d) No article
48. He is not ____ honourable man.
a) a b) an c) the d) no article
49. Have you ever seen ____ elephant?
a) a b) an c) the d) no article
50. His uncle is still in ____ hospital.
a) a b) an c) the d) no article

PRACTICE TEST - 2

Choose the correct article :

1. _____ wisdom is the gift of Heaven.
a) A b) An c) The d) None
2. Mumbai is _____ very dear place.
a) a b) an c) the d) none
3. She is _____ untidy girl.
a) a b) an c) the d) none
4. The children found _____ egg.
a) a b) an c) the d) none
5. Sanskrit is _____ difficult language.
a) a b) an c) the d) none
6. You are _____ fool to say that.
a) a b) an c) the d) none
7. Which is _____ longest river in India ?
a) a b) an c) the d) none
8. He has come without _____ umbrella.
a) a b) an c) the d) none
9. Benares is _____ holy city.
a) a b) an c) the d) none
10. Aladdin had _____ wonderful lamp.
a) a b) an c) the d) none
11. The world is _____ happy place.
a) a b) an c) the d) none
12. He returned after _____ hour.
a) a b) an c) the d) none
13. Rustum is _____ young Parsee.
a) a b) an c) the d) none
14. Draw _____ map of India.
a) a b) an c) the d) none
15. Her eldest boy is at _____ college.
a) a b) an c) the d) none
16. I can't remember _____ date of storm.
a) a b) an c) the d) none
17. _____ apples are sold by _____ pound.
a) A, none b) An, a
c) A, an d) None, the

18. It is quite _____ nice house.
a) a b) an c) the d) none
19. _____ Nile is a long river.
a) A b) An c) The d) None
20. He has been suffering for _____ last two days.
a) a b) an c) the d) none
21. We must attend upon _____ sick.
a) a b) an c) the d) none
22. _____ knowledge of Macaulay is good.
a) A b) An c) The d) None
23. _____ writing of that man is good.
a) A b) An c) The d) None
24. He broke _____ leg in _____ skyng accident.
a) a, the b) an, the
c) the, a d) none
25. I am having _____ few friends.
a) a b) an c) the d) none
26. Many _____ fool thinks he is wise.
a) a b) an c) the d) none
27. My brother is _____ engineer.
a) a b) an c) the d) none
28. _____ book you want is out of print.
a) A b) An c) The d) None
29. At last _____ warrior in him was aroused.
a) a b) an c) the d) none
30. This is _____ best book.
a) a b) an c) the d) none
31. He was _____ first man to arrive.
a) a b) an c) the d) none
32. He can play _____ flute.
a) a b) an c) the d) none
33. I first meet him _____ year ago.
a) a b) an c) the d) none
34. Yesterday _____ European called at my office.
a) a b) an c) the d) none
35. _____ more they get, _____ more they want.
a) A, a b) The, the
c) A, the d) The, a

36. _____ bird in the hand is worth two in _____ bush.

- a) A, the b) The, a
c) A, a d) The, the

37. _____ pupil should obey his teacher.

- a) A b) An c) The d) None

38. _____ gold is _____ precious metal.

- a) None, none b) None, the
c) None, a d) A, none

39. This is _____ only medicine available.

- a) a b) an c) the d) none

40. He called me from _____ distance.

- a) a b) an c) the d) none

One underlined article in the following sentences is wrong. Find out the correct Article.

41. They wanted a information.

- a) the b) an c) some d) a

42. The machine is made of a copper and the steel.

- a) a, a b) the, a
c) the, the d) x, x

43. He bought the ox, a horse and the buffalo.

- a) a, the, a b) an, a, a
c) the, a, the d) the, the, the

44. She met with a accident.

- a) an b) the c) a d) no article

45. It is the very hot today.

- a) a b) the c) an d) no article

Which of the following is correct as per the rules of articles ?

46. a) The more I hear pop music, the less I like it.

b) The more I hear pop music, less I like it.

c) A more I hear pop music, the less I like it.

d) More I hear pop music, less I like it

47. a) Honest men never tell the lies.

b) Honest men never tell a lies.

c) Honest men never tell lies.

d) Honest men never tell an lies.

48. a) The French is easy language.

b) The French is an easy language

c) French is the easy language.

d) French is an easy language.

49. a) The bird in the hand is worth two in an bush.

b) An bird in the hand is worth two in a bush.

c) A bird in the hand is worth two in the bush.

d) A bird in the hand is worth two in a bush.

50. a) An happy man leads the happy life.

b) A happy man leads a happy life.

c) An happy man leads the happy life.

d) The happy man leads a happy life.

KEY TO PRACTICE TESTS

PRACTICE TEST - 1

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) d | 2) c | 3) d | 4) c | 5) b |
| 6) a | 7) c | 8) a | 9) a | 10) d |
| 11) c | 12) d | 13) c | 14) c | 15) c |
| 16) c | 17) a | 18) c | 19) b | 20) a |
| 21) c | 22) a | 23) c | 24) d | 25) c |
| 26) c | 27) c | 28) a | 29) d | 30) c |
| 31) d | 32) c | 33) a | 34) c | 35) b |
| 36) a | 37) a | 38) d | 39) b | 40) c |
| 41) c | 42) d | 43) c | 44) a | 45) a |
| 46) c | 47) d | 48) b | 49) b | 50) d |

PRACTICE TEST - 2

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) d | 2) a | 3) b | 4) b | 5) a |
| 6) a | 7) c | 8) b | 9) a | 10) a |
| 11) a | 12) b | 13) a | 14) c | 15) d |
| 16) c | 17) d | 18) a | 19) c | 20) c |
| 21) c | 22) c | 23) c | 24) c | 25) a |
| 26) a | 27) b | 28) c | 29) c | 30) c |
| 31) c | 32) c | 33) a | 34) a | 35) b |
| 36) a | 37) a | 38) c | 39) c | 40) a |
| 41) a | 42) d | 43) b | 44) a | 45) c |
| 46) a | 47) c | 48) d | 49) c | 50) d |

DEGREES OF COMPARISON

DEGREES OF COMPARISON AT A GLANCE

Degree Model	Superlative	Comparative	Positive
I	_____	Rama is taller than Krishna	Krishna is not as tall as Rama
II	_____	Rama is not taller than Krishna	Krishna is (at least) as tall as Rama
III	Mumbai is the biggest city in India	Mumbai is bigger than any other city in India	No other city in India is as big as Mumbai
IV	Mumbai is one of the biggest cities in India	Mumbai is bigger than most other cities in India	Very few cities in India are as big as Mumbai

Adjectives, Adverbs కి degree of comparison ఉంటుంది.

ఇవి 3 విధములు.

1. Positive degree
2. Comparative degree
3. Superlative degree

1. **Positive Degree** : ఒక వ్యక్తికి గాని, ఒక వస్తువుకు గాని, ఒక స్థలమునకు గాని, ఒక గుణమున్నదని సామాన్యముగా చెప్పుటకు Positive degree ఉపయోగించబడును.

Ex : 1. Ravi is clever.

2. The mango is sweet.

3. Kolkata is a large city.

2. **Comparative degree** :

ఒక వ్యక్తికి గాని, ఒక వస్తువునకుగాని, ఒక స్థలమునకుగాని, ఒక గుణము కలిగియుండుటలో మరొక వ్యక్తితో గాని, వస్తువుతోగాని, స్థలముతోగాని సరిపోల్చి చెప్పుటకు Comparative degree ఉపయోగపడును.

1. Ravi is cleverer than Raju.

2. The mango is sweeter than the orange.

3. Kolkata is larger than Chennai.

3. **Superlative Degree** :

ఒక వ్యక్తిగాని, ఒక వస్తువుగాని, ఒక స్థలముగాని, ఒక గుణము కలిగియుండుటలో చాలామంది వ్యక్తులతో గాని, అనేక వస్తువులతో గాని, అనేక స్థలములతో గాని సరిపోల్చి చెప్పుటకు Superlative degree ఉపయోగింపబడును.

1. Ravi is the cleverest of all the boys in the class.

2. Mango is the sweetest of all the fruits.

3. Kolkata is the largest of all the cities in India.

Formation of Comparatives and Superlatives

Syllable : ఒకే ఒక vowel sound చే ఉచ్చరింపబడు అక్షర సముదాయమును syllable అందురు. ఒక పదములో ఒకే ఒక syllable గాని, ఒకటి కంటే ఎక్కువ syllables గానీ ఉండును.

ఒకే syllable గల, అన్ని Adjectives మాత్రము "er" లేక "r" ను చేర్చుటచే Comparative ఏర్పడును. 'est' ని చేర్చుటచే Superlative ఏర్పడును.

Ex : Big - Bigger - Biggest (one Syllable)
 White - Whiter - Whitest (one Syllable)
 Clever - Cleverer - Cleverest (Two Syllables)

రెండు Syllables గల చాలా adjectives, రెండు కంటే ఎక్కువ Syllables గల అన్ని adjectives లకు more ను చేర్చుట comparative, 'most' ను చేర్చుటచే superlative ఏర్పడును.

Ex : Useful - More useful - Most useful (Two Syllables)
 Expensive - More Expensive - Most Expensive (More than two syllables)

Type I (adding 'er/ier' and 'est/iest' to make Comparative and Superlative forms respectively)

Positive Degree	Comparative Degree	Superlative Degree
tall	taller	the tallest
clever	cleverer	the cleverest
great	greater	the greatest
happy	happier	the happiest
old	older	the oldest

Type II (adding 'more' and 'the most' to make Comparative and Superlative forms respectively)

Positive Degree	Comparative Degree	Superlative Degree
beautiful	more beautiful	the most beautiful
honest	more honest	the most honest
intelligent	more intelligent	the most intelligent
careful	more careful	the most careful
famous	more famous	the most famous

Type III (Irregular Comparisons)

Positive Degree	Comparative Degree	Superlative Degree
good	better	the best
well	better	the best
ill	worse	the worst
bad	worse	the worst
little	less	the least
much/many	more	the most

Positive	Comparative	Superlative	Positive	Comparative	Superlative
Able	Abler	Ablest	Dark	Darker	Darkest
Big	Bigger	Biggest	Dry	Drier	Driest
Bold	Bolder	Boldest	Easy	Easier	Easiest
Brave	Braver	Bravest	Fine	Finer	Finest
Bad/ill	Worse	Worst	Far	Farther	Farthest
Clever	Cleverer	Cleverest	Fore	Former	Foremost
Cheap	Cheaper	Cheapest	Fair	Fairer	Fairest
Costly	Costlier	Costliest	Filthy	Filthier	Filthiest

Fat	Fatter	Fattest	Steady	Steadier	Steadiest
Great	Greater	Greatest	Tall	Taller	Tallest
Hot	Hotter	Hottest	Thin	Thinner	Thinner
Happy	Happier	Happiest	Up	Upper	Uppermost
High	Higher	Highest	White	Whiter	Whitest
Healthy	Healthier	Healthiest	Wide	Wider	Widest
In	Inner	Innermost	Wet	Wetter	Wettest
Long	Longer	Longest	Young	Younger	Youngest
Large	Larger	Largest	Beautiful	More beautiful	Most beautiful
Little	Less	Least	Cheerful	More cheerful	Most cheerful
Late (Time)	Later	Latest	Courageous	More courageous	Most courageous
Late (Position)	Latter	Last	Difficult	More difficult	Most difficult
Lazy	Lazier	Laziest	Dangerous	More dangerous	Most dangerous
Much	More	Most	Expensive	More expensive	Most expensive
Many	More	Most	Intelligent	More intelligent	Most intelligent
Mighty	Mightier	Mightiest	Important	More important	Most important
Merry	Merrier	Merriest	Foolish	More foolish	Most foolish
Noble	Nobler	Noblest	Joyful	More joyful	Most joyful
Old	Older	Oldest	Learned	More learned	Most learned
Out	Outer	Outermost	Proper	More proper	Most proper
Pure	Purer	Purest	Reasonable	More reasonable	Most reasonable
Pretty	Prettier	Prettiest	Splendid	More splendid	Most splendid
Quick	Quicker	Quickest	Terrible	More terrible	Most terrible
Small	Smaller	Smallest	Useful	More useful	Most useful
Sweet	Sweeter	Sweetest	Urgent	More urgent	Most urgent
Sad	Sadder	Saddest	Valuable	More valuable	Most valuable
			Versatile	More versatile	Most versatile

MODEL - I

ఒక వ్యక్తిని మరొక వ్యక్తితో గాని, ఒక వస్తువును మరొక వస్తువుతో గాని, ఒక స్థలమును మరొక స్థలముతోగాని సరిపోల్చుట. ఈ Model లో Comparative degree వాక్యము Affirmative Sentence గా ఉంటుంది.

Ex : 1. **Comparative degree** : Suma is taller than Uma. సుమ ఉమ కంటే పొడవైనది.

Positive degree : Uma is not so tall as Suma. ఉమ సుమ అంత పొడవైనది కాదు.

2. **Comparative degree** : Gold is heavier than iron. బంగారం ఇనుము కంటే బరువైనది.

Positive degree : Iron is not so heavy as gold. ఇనుము బంగారం అంత బరువైనది కాదు.

MODEL - II

ఒక వ్యక్తిని మరొక వ్యక్తితోను, ఒక వస్తువును మరొక వస్తువుతోను, ఒక స్థలమును మరొక స్థలముతోను సరిపోల్చుట. ఈ Model లో Comparative degree లోని వాక్యము negative sentence గాను, positive degree లోని వాక్యము affirmative sentence గాను ఉండును.

Ex : 1. **Comparative Degree** : Gopal is not cleverer than Krishna.

Positive degree : Krishna is at least as clever as Gopal.

Gopal is not cleverer than Krishna అను వాక్యమునకు Gopal, Krishna కంటే తెలివైనవాడు కాదు అని అర్థం అనగా Krishna అధమము Gopal అంత తెలివిగలవాడైనను అయివున్నాడు అని అర్థం.

2. Comparative Degree : Your house is not bigger than mine.

Positive Degree : My house is at least as big as yours.

Your house is not bigger than mine అనగా నీ ఇల్లు నా ఇంటి కంటే పెద్దది కాదు. అనగా నా ఇల్లు అధమము ఇల్లు అంత పెద్దగానైనను ఉన్నదని అర్థము.

Model - III

ఒక వ్యక్తిని ఎక్కువమంది వ్యక్తులతోగాని, ఒక వస్తువును ఎక్కువ వస్తువులతో గాని, ఒక స్థలమును ఎక్కువ స్థలములతో గాని సరిపోల్చు ఈ model లో Positive లో "No other", "As- as" గాని "So- as" గాని వచ్చును.

Comparative లో "Than any other" వచ్చును. Superlative లో "of all" వచ్చును.

Ex : 1. **Positive Degree :** No other river in India is as long as the Ganges.

Comparative Degree : The Ganges is longer than any other river in India.

Superlative Degree : The Ganges is the longest of all rivers in India.

2. No other king in the world is so wise as Solomon. (P.D)

Solomon is wiser than any other king in the world. (C.D)

Solomon is the wisest of all kings in the world. (S.D)

N.B. : Positive degree ని No other తోను Comparative, Superlative Degree లను subject తోను మొదలు పెట్టవలెను. Superlative Degree ముందర "The" మరువకూడదు.

"No other", "Than any other" తరువాత వచ్చు noun singularలోనే ఉండవలెను. "Of all" తరువాత వచ్చు noun, pl లోనే ఉండవలెను. As- as ల మధ్య లేక So-as ల మధ్య adjective ని గాని, adverb ని గాని ఉంచవలెను.

Model - IV

ఒక వ్యక్తిని గాని, ఒక వస్తువునుగాని, ఒక స్థలమును గాని, ఉత్తమమైనవానిలో నొకటి అని సరిపోల్చి చెప్పుట.

ఈ model లో Positive లో "Very few" "So-as" గాని "As-as" గాని వచ్చును.

Comparative లో "Than most other" వచ్చును.

Superlative లో "One of the" వచ్చును.

"Most other" తరువాత వచ్చు noun, "one of the" తరువాత వచ్చు noun plural లోనే ఉండవలెను.

Ex : 1. **Positive Degree :** Very few countries are as large as Russia.

Comparative Degree : Russia is larger than most other countries.

Superlative Degree : Russia is one of the largest countries.

2. Very few girls are as beautiful as Sita. (P.D)

Sita is more beautiful than most other girls. (C.D)

Sita is one of the most beautiful girls. (S.D)

Model - V

ఈ model లో Positive లో "Some - at least", "as-as" గాని "So -as" గాని వచ్చును.

Comparative లో "not", "Than some other" గాని వచ్చును.

Superlative లో "not", "of all" వచ్చును.

Ex : Some boys are at least as good as Gopal. (P.D)

Gopal is not better than some other boys. (C.D)

Gopal is not the best of all boys. (S.D)

PRACTICE TEST

Change the following into comparative degree.

1. **Raju is as clever as Ravi.**
 - a) Ravi is cleverer than Raju.
 - b) Ravi was clever than Raju.
 - c) Ravi is not cleverer than Raju.
 - d) Ravi is so clever as Raju.
2. **The stars are not so bright as the moon.**
 - a) The moon was bright than any other stars.
 - b) The moon is brightest than the stars.
 - c) The moon is brighter than stars.
 - d) The moon is bright than stars.
3. **Very few places are as sacred as Tirupati.**
 - a) Tirupati is more sacred than most other places.
 - b) Tirupati is one of the most sacred places.
 - c) Tirupati is the most sacred place.
 - d) Tirupati is the sacred place.
4. **Wealth is not so good as wisdom.**
 - a) Wisdom is more good than wealth.
 - b) Wisdom is the most better than wealth.
 - c) Wisdom is better than wealth.
 - d) Wisdom was better than any other wealth.
5. **The tiger is the most ferocious of all animals.**
 - a) No other animals are so ferocious as the tiger.
 - b) The tiger is more ferocious than any other animal.
 - c) The tiger is the more ferocious animal.
 - d) The tiger is more ferocious than some other animals.
6. **Kishen is not so tall as Kiran.**
 - a) Kiran is the tallest than Kishen.
 - b) Kishen is very taller than Kiran.
 - c) Kiran is taller than Kishen.
 - d) Kiran is tall than Kishen.
7. **Akbar was one of the greatest kings.**
 - a) Akbar was greater than most other kings.
 - b) Very few kings were as great as Akbar.
 - c) Akbar was greater than other kings.
 - d) Akbar was greater king.
8. **Hyderabad is not so big as Mumbai.**
 - a) Hyderabad is the biggest than Mumbai.
 - b) Mumbai is biggest than Hyderabad.
 - c) Hyderabad is big than Mumbai.
 - d) Mumbai is bigger than Hyderabad.

9. **No other state in India is so thickly populated as Kerala.**
 - a) Kerala is the most thickly populated state in India.
 - b) Kerala is more thickly populated than any other state in India.
 - c) Kerala is thickly populated state in India.
 - d) Kerala is more populated state than all the states.
10. **Telugu is one of the most beautiful languages.**
 - a) Telugu is more beautiful than most other languages.
 - b) Very few languages are as beautiful as Telugu.
 - c) Telugu is the most beautiful language.
 - d) Telugu is more beautiful language.

Change the following into superlative degree

11. **No other man was so honest as Karthik.**
 - a) Karthik was more honest any other man.
 - b) Karthik was more honest man.
 - c) Karthik was most honest man.
 - d) Karthik was the most honest man.
12. **The rose is more beautiful than any other flower.**
 - a) The rose is more beautiful flower.
 - b) The rose is the most beautiful flower.
 - c) The rose is the most beautiful flower.
 - d) No other flower is so beautiful as the rose.
13. **Very few boys in the class are as industrious as Rama.**
 - a) Rama is more industrious than other boys in the class.
 - b) Rama is one of the most industrious boys in the class.
 - c) Rama is one of industrious boy in the class.
 - d) Rama is the most industrious boy in the class.
14. **Sunil is more courageous than any other man.**
 - a) Sunil was the more courageous man.
 - b) Sunil is the most courageous man.
 - c) No other man is so courageous as Sunil.
 - d) Sunil is one of the most courageous men.
15. **He is better than any other man for the job.**
 - a) No other man for the job is so good as he.
 - b) He is the best man for the job.
 - c) He is most better than anyother for the job.
 - d) He is one of the best for the job.

16. **Very few articles of food are as nutritious as milk.**
 a) Milk is one of the most nutritious food articles.
 b) Milk is more nutritious than most other food articles.
 c) Milk is most nutritious food.
 d) Milk is one of the most nutritious food article.
17. **No other exercise is as healthy as swimming.**
 a) Swimming is the healthiest of all exercises.
 b) Swimming is healthier than any other exercise.
 c) Swimming is healthy than any other exercise.
 d) Swimming is healthiest of all exercises.
18. **No other novel I have read is as interesting as this.**
 a) This is most interesting novel I have read.
 b) This is the more interesting novel I have read.
 c) This is more interesting than any other novel I have read.
 d) This is the most interesting novel I have read.
19. **The Ganges is longer than any other river in India.**
 a) The Ganges is more longer than other river in India.
 b) No other river in India is so long as the Ganges.
 c) The Ganges is the longest river in India.
 d) The Ganges is longest river in India.
20. **Vijayawada is hotter than many other towns in Andhra Pradesh.**
 a) Vijayawada is one of the hottest towns in Andhra Pradesh.
 b) Vijayawada is the hottest town in Andhra Pradesh.
 c) Vijayawada is the hotter town in Andhra Pradesh.
 d) Vijayawada is one of the hottest town in Andhra Pradesh.

Change the following into positive degree.

21. **Sakuntala is the best drama in Sanskrit.**
 a) Sakuntala is better than any other drama in Sanskrit.
 b) No other drama in Sanskrit is so good as Sakuntala.
 c) Sakuntala is the better than any drama in Sanskrit.
 d) No other drama in Sanskrit is good as Sakuntala.

22. **The pen is mightier than the sword.**
 a) The sword is not so mighty as the pen.
 b) The pen is mightier of the sword.
 c) The sword is not mighty as the pen.
 d) The pen is not so mighty as the sword.
23. **President Kennedy is abler than most other American Presidents.**
 a) President Kennedy is one of the ablest American President.
 b) President Kennedy is abler than other American.
 c) Very few American Presidents are so able as President Kennedy.
 d) Very few American Presidents were so able as President Kennedy.
24. **A wise enemy is better than a foolish friend.**
 a) A foolish friend is not so good as a wise enemy.
 b) A wise enemy is the better than a foolish friend.
 c) A foolish is not good as a wise enemy.
 d) A foolish enemy is not so good as a wise friend.
25. **Gold is more precious than silver.**
 a) Silver is not precious than gold.
 b) Silver is more precious than gold.
 c) Silver is not so precious as gold.
 d) Gold is most precious than silver.
26. **Pandit Nehru's Autobiography is one of the most interesting books I have ever read.**
 a) Very few books I have ever read are so interesting as Pandit Nehru's Autobiography.
 b) Pandit Nehru's Autobiography is more interesting than most other books I have read.
 c) Pandit Nehru's Autobiography is interesting than most other books I have ever read.
 d) Very few books I have ever read are very interesting as Pandit Nehru's Autobiography.
27. **Prevention is better than cure.**
 a) Cure is not so good as prevention.
 b) Cure was not better than prevention.
 c) Cure is so good as prevention.
 d) Cure does not so good as prevention.
28. **India is hotter than America.**
 a) America is not so hot as India.
 b) America was so hot as India.
 c) America is most hotter than India.
 d) America was not so hot as India.
29. **David runs faster than Raju.**
 a) Raju did not run as fast as David.
 b) Raju does run so fast as David.
 c) Raju is more ran the fast as David.
 d) Raju does not run so fast as David.

16. Very few articles of food are as nutritious as milk.

- a) Milk is one of the most nutritious food articles.
- b) Milk is more nutritious than most other food articles.
- c) Milk is most nutritious food.
- d) Milk is one of the most nutritious food article.

17. No other exercise is as healthy as swimming.

- a) Swimming is the healthiest of all exercises.
- b) Swimming is healthier than any other exercise.
- c) Swimming is healthy than any other exercise.
- d) Swimming is healthiest of all exercises.

18. No other novel I have read is as interesting as this.

- a) This is most interesting novel I have read.
- b) This is the more interesting novel I have read.
- c) This is more interesting than any other novel I have read.
- d) This is the most interesting novel I have read.

19. The Ganges is longer than any other river in India.

- a) The Ganges is more longer than other river in India.
- b) No other river in India is so long as the Ganges.
- c) The Ganges is the longest river in India.
- d) The Ganges is longest river in India.

20. Vijayawada is hotter than many other towns in Andhra Pradesh.

- a) Vijayawada is one of the hottest towns in Andhra Pradesh.
- b) Vijayawada is the hottest town in Andhra Pradesh.
- c) Vijayawada is the hotter town in Andhra Pradesh.
- d) Vijayawada is one of the hottest town in Andhra Pradesh.

Change the following into positive degree.

21. Sakuntala is the best drama in Sanskrit.

- a) Sakuntala is better than any other drama in Sanskrit.
- b) No other drama in Sanskrit is so good as Sakuntala.
- c) Sakuntala is the better than any drama in Sanskrit.
- d) No other drama in Sanskrit is good as Sakuntala.

22. The pen is mightier than the sword.

- a) The sword is not so mighty as the pen.
- b) The pen is mightier of the sword.
- c) The sword is not mighty as the pen.
- d) The pen is not so mighty as the sword.

23. President Kennedy is abler than most other American Presidents.

- a) President Kennedy is one of the ablest American President.
- b) President Kennedy is abler than other American.
- c) Very few American Presidents are so ab as President Kennedy.
- d) Very few American Presidents were so at as President Kennedy.

24. A wise enemy is better than a foolish friend.

- a) A foolish friend is not so good as a wise enemy.
- b) A wise enemy is the better than a foolish friend.
- c) A foolish is not good as a wise enemy.
- d) A foolish enemy is not so good as a wise friend.

25. Gold is more precious than silver.

- a) Silver is not precious than gold.
- b) Silver is more precious than gold.
- c) Silver is not so precious as gold.
- d) Gold is most precious than silver.

26. Pandit Nehru's Autobiography is one of the most interesting books I have ever read.

- a) Very few books I have ever read are so interesting as Pandit Nehru's Autobiography.
- b) Pandit Nehru's Autobiography is more interesting than most other books I have read.
- c) Pandit Nehru's Autobiography is interesting than most other books I have ever read.
- d) Very few books I have ever read are very interesting as Pandit Nehru's Autobiography.

27. Prevention is better than cure.

- a) Cure is not so good as prevention.
- b) Cure was not better than prevention.
- c) Cure is so good as prevention.
- d) Cure does not so good as prevention.

28. India is hotter than America.

- a) America is not so hot as India.
- b) America was so hot as India.
- c) America is most hotter than India.
- d) America was not so hot as India.

29. David runs faster than Raju.

- a) Raju did not run as fast as David.
- b) Raju does run so fast as David.
- c) Raju is more ran the fast as David.
- d) Raju does not run so fast as David.

30. The Japanese are the most courteous people in the world.

- a) The Japanese are courteous than any other people in the world.
- b) The Japanese are courteous than some other people in the world.
- c) No other people in the world are so courteous as the Japanese.
- d) No other people in the world are courteous as the Japanese.

Find out the correct sentences as per the degree :

- 31. a) Raghu is not greater than some musicians.
b) Raghu is not the greater of musicians.
c) Raghu is not greater than some other musicians.
d) Some musicians are least as great as Raghu.
- 32. a) Iron is the most useful of all metals.
b) Iron is the useful of all metals.
c) No other metal is useful as iron.
d) Iron is the more useful than all other metals.
- 33. a) No other man was strong as Bhim.
b) Bhim was the strongest man.
c) Bhim was stronger than some man.
d) Bhim was strongest man.
- 34. a) America is one of the rich countries in the world.
b) America is rich than most other countries in the world.
c) Very few countries in the world are rich as America.
d) America is richer than most other countries in the world.
- 35. a) Solomon is wisest than any other in the world.
b) Solomon was one of the wisest men in the world.
c) Very few men in the world was as wise as Solomon.
d) Solomon was wiser than other men in the world.

Find out the incorrect sentences as per the degree:

- 36. a) Gandhi is most honest man.
b) No other man was so honest as Gandhi.
c) Gandhi was the most honest man.
d) Gandhi was more honest than any other man.
- 37. a) Akbar was one of the greatest kings.
b) Very few kings were as great as Akbar.
c) Very few kings was as great as Akbar.
d) Akbar was greater than most other kings.
- 38. a) He is taller than many other boys.
b) He is more tallest boy.
c) He is one of the tallest boys.
d) Very few boys are as tall as he.
- 39. a) Very few newspapers are as good as The Hindu.
b) The Hindu is one of the best newspapers.
c) The Hindu is better than most other newspapers.
d) The Hindu is best than any other newspaper.
- 40. a) Murthy works harder than any other clerk in the office.
b) Murthy works hard than any other clerk in the office.
c) Murthy works the hardest of all clerks in the office.
d) No other clerk in the office works as hard as Murthy.

KEY TO PRACTICE TEST

- | | | | | |
|--------------|-------|-------|-------|-------|
| 1) c | 2) c | 3) a | 4) c | 5) b |
| 6) c | 7) a | 8) d | 9) b | 10) a |
| 11) d | 12) c | 13) b | 14) b | 15) b |
| 16) a | 17) a | 18) d | 19) c | 20) a |
| 21) b | 22) a | 23) c | 24) a | 25) c |
| 26) a | 27) a | 28) a | 29) d | 30) c |
| 31) c (or) d | 32) a | 33) b | 34) d | |
| 35) b | 36) a | 37) c | 38) b | 39) d |
| 40) b | | | | |



- ◆ A clause is a part of a sentence.
- ◆ Subject verb కలిగి ఉండి ఒక వాక్యములో భాగముగా ఉన్న మాటల సముదాయాన్ని clause అంటారు.
- ◆ There are two main types: independent (principal clauses), dependent (subordinate clauses).
- ◆ The difference between a clause and a phrase is that a phrase does not contain a finite verb

INDEPENDENT CLAUSES

- ◆ An independent clause is a complete sentence; it contains a subject and verb and expresses a complete thought in both context and meaning.

For example: The door opened.

- ◆ Independent clauses can be joined by a coordinating conjunction to form compound sentences.

Coordinating Conjunctions

and	but	for
or	nor	so
yet		

For example: Take two independent clauses and join them together with the conjunction **and**: "door opened." "The man walked in." = the door opened **and** the man walked in.

DEPENDENT CLAUSES

- ◆ A dependent (subordinate) clause is part of a sentence; it contains a subject and verb but does not express a complete thought. They can make sense on their own, but, they are dependent on the rest of the sentence for context and meaning.
- ◆ They are usually joined to an independent clause to form a complex sentence.
- ◆ Dependent clauses often begin with a subordinating conjunction or relative pronoun (see below) which makes the clause unable to stand alone.
- ◆ For example:

The door opened **because** the man pushed it.

Subordinating Conjunctions

after	although	as	because
before	even if	even though	if
in order that	once	provided that	rather than
since	so that	than	that
though	unless	until	when
whenever	where	whereas	wherever
whether	while	why	

Relative Pronouns

that	which	whichever
who	whoever	whom
whose	whosever	whomever

TYPES OF DEPENDENT CLAUSES

Types of clauses	Subordinators		Examples
1. Noun clauses	what, where, why, how, where, when, who whom, which, whose, whether, that, if		He knows that his business will be successful. That there is a hole in the ozone layer of the earth's atmosphere is well known.
2. Adjective clauses	who, whom, which, whose, that, where, when		Men who are not married are called bachelors.
3. Adverb clauses	a. time	when, before, after, until, since, as soon as	When he won the money, he decided to buy a car.
	b. place	where, wherever	She drove wherever she wanted.
	c. cause	because, as, since	She got a parking ticket because she parked illegally.
	d. purpose	so that, in order that	He drove fast so that he could get to work on time.
	e. result	so ... that, such ... that	He drove so fast that he got a speeding ticket.
	f. condition	if, unless	If she hadn't won the lottery, she would have been very unhappy.
	g. concession	although, even though	Although she thought she was a good driver, she got a lot of tickets for speeding.

1. A NOMINAL CLAUSE (NOUN CLAUSE)

- ◆ A nominal clause (noun clause) functions like a noun or noun phrase. It is a group of words containing a subject and a finite verb of its own and contains one of the following: **that** | **if** | **whether**
For example: I wondered **whether** the homework was necessary.

- ◆ Noun clauses answer questions like "who (m)?" or "what?"

2. AN ADVERBIAL CLAUSE (ADVERB CLAUSE)

- ◆ An adverbial clause (adverb clause) is a word or expression in the sentence that functions as an adverb; that is, it tells you something about how the action in the verb was done.

- ◆ An adverbial clause is separated from the other clauses by any of the following subordinating conjunctions: **after** | **although** | **as** | **because** | **before** | **if** | **since** | **that** | **though** | **till** | **unless** | **until** | **when** | **where** | **while**

For example: They will visit you **before** they go to the airport.

- ◆ Adverbial clauses can also be placed before the main clause without changing the meaning.
For example: **Before** they go to the airport, they will visit you.
- ◆ When an adverb clause introduces the sentence (as this one does), it is set off with a comma.
- ◆ Adverb clauses answer questions like "when?", "where?", "why?"

3. AN ADJECTIVAL CLAUSE (ADJECTIVE CLAUSE OR RELATIVE CLAUSE)

- ◆ An adjectival clause (adjective clause or relative clause) does the work of an adjective and describes a noun, it's usually introduced by a relative pronoun: **who** | **whom** | **whose** | **that** | **which**
For example: I went to the show **that** was very popular.

- ◆ This kind of clause is used to provide extra information about the noun it follows. This can be to define something (a defining clause/ a restrictive), or provide unnecessary, but interesting, added information (a non-defining clause/a non-restrictive).

◆ Defining/ Restrictive Relative Clause)

The car **that** is parked in front of the gates will be towed away.

Information contained in the defining relative clause is absolutely essential in order for us to be able to identify the car in question.

◆ A Non-Defining /A Non-Restrictive Clause

My dog, **who** is grey and white, chased the postman.

A non-defining relative clause is separated from the rest of the sentence by commas. If you take away the non-defining clause the basic meaning of the sentence remains intact.

For example: My dog chased the postman.

	Restrictive		Non-restrictive	
	Human	Nonhuman	Human	Nonhuman
Subject	who, that	which, that	who	which
Object	who, whom, that	which, that	who, whom	which
After preposition	whom	which	whom	which
Possessive	whose, of whom	whose, of which	whose, of whom	whose, of which

PRACTICE TEST - 1

Choose the correct answer

1. A clause has

- A. a subject and a non-finite verb
- B. only a subject
- C. a subject and a finite verb
- D. None of these

2. A run-on sentence is _____.

- A. a collection of sentence fragments
- B. two or more complete sentences written as though they were one sentence
- C. two main clauses that lack a subject
- D. a coordinating conjunction without a comma

3. An adverb clause is _____

- A. a subordinate clause that modifies a verb, an adjective, or an adverb
- B. a subordinate clause that is used as a noun
- C. declarative
- D. interrogative

4. A noun clause can replace any noun in a sentence, functioning as a _____

- A. subject
- B. object
- C. complement
- D. All the above

5. A complex sentence _____.

- A. has more than one main clause and at least one subordinate clause

- B. has one main clause and one or more subordinate clauses

- C. is a subordinate clause used as a noun
- D. has a single subordinate clause

6. A subordinate clause _____.

- A. is independent
- B. contains a main clause
- C. lacks a verb
- D. has a subject and a predicate, but it cannot stand alone as a sentence

7. A main clause _____.

- A. consists of comma and slashes
- B. has a subject and a predicate and can stand alone as a sentence
- C. lacks a predicate
- D. has a subject and a predicate, but it cannot stand alone as a sentence

8. If you go now, you will catch the bus. The underlined part of the sentence is a

- A. Main clause
- B. Sub-ordinate clause
- C. Independent clause
- D. None of these

9. A sentence fragment _____.

- A. occurs when an incomplete sentence punctuated as though it were a complete sentence

- B. has two or more complete sentences written as though they were one sentence
C. is a subordinate clause
D. modifies a verb
10. The woman who I met was wearing a blue sari. The underlined part of the sentence is a
A. Main clause B. Independent clause
C. Relative clause D. None of these
11. A compound sentence _____
A. has only one main clause and two predicates
B. has two or more main clauses
C. modifies a noun or a pronoun
D. is a subordinate clause
12. The doctor told Vandana to lose weight and exercise vigorously for forty-five minutes a day. This sentence has
A. Two independent clauses
B. no independent clauses
C. one independent clause
D. None of these
13. 'What they did with the treasure remains a mystery.' Here the noun clause acts as
A. Subject B. Object
C. Predicate D. None of these
14. 'Raju finally revealed what he had done with the money'. Here the noun clause acts as
A. Subject B. Object
C. Verb D. None of these
15. Which of the following statements is true
A. A Relative Clause is a dependent clause introduced by a Relative Pronoun
B. A Relative Clause is an independent clause introduced by a Relative Pronoun
C. A Relative Clause is a dependent clause introduced by a Reflexive Pronoun
D. A Relative Clause is an independent clause introduced by a Personal Pronoun
16. We went inside when it began to rain. The underlined part of the sentence is a/an
A. Noun Clause B. Adjective Clause
C. Adverb Clause D. None of these
17. An adjective clause that is necessary to the sentence is called a/an _____.
A. nonessential clause
B. essential clause
C. relative clause
D. demonstrative clause
18. An adjective clause is a subordinate clause that modifies a/an _____.
A. adjective B. verb
C. noun or pronoun D. adverb

19. A noun clause _____.
A. modifies a verb
B. modifies a pronoun
C. is a subordinate clause used as a verb
D. is a subordinate clause used as a noun.
20. A noun clause is a/an _____ used as a noun.
A. subordinate clause
B. adjective clause
C. adverb clause D. main clause

PRACTICE TEST - 2

1. A _____ has a subject and predicate and can stand alone as a sentence
A. adverb clause B. simple clause
C. main clause D. subordinate clause
2. *Although* and *where* are _____.
A. relative pronouns
B. coordinating conjunctions
C. subordinating conjunctions
D. adverbial conjunctions
3. A _____ has a main clause and at least one subordinate clause
A. compound-complex sentence
B. simple sentence
C. compound sentence
D. complex sentence
4. The cougar is a member of the cat family _____ grows to around 8 feet in length.
A. who B. which
C. that D. both B and C
5. The cougar lives in deserts, forests, plains and mountains, but according to scientists _____ have studied the animal, it is becoming endangered in some areas.
A. Who B. Which
C. Whom D. Whose
6. The cougar has powerful legs, _____ it uses to climb and to jump into trees.
A. Who B. Which
C. Whom D. Whose
7. Cougars sometimes prey on sheep and goats, so they may be killed by the farmers _____ animals they attack.
A. Who B. Which
C. Whom D. Whose
8. However, cougars very rarely attack humans; of _____ they are usually afraid.
A. who B. which
C. whom D. whose

Choose the correct subordinating conjunction to fill the space at the beginning of the adverb clause

9. _____ Volkswagen cars are cheap, they last a long time.
A. Because B. In order that
C. Although D. As
10. You shouldn't drive _____ you drink alcohol.
A. if B. after
C. in order that D. even though
11. Since the children left, I have had more time.
A. Infinitive clause B. Adjective clause
C. Noun clause D. Adverb clause
12. The bridge that collapsed in the winter storm will cost millions to replace.
A. Adverb clause B. Adjective clause
C. Noun clause D. Infinitive clause
13. The woman for whom I work does medical research.
A. Prepositional phrase
B. Adjective clause
C. Adverb clause D. Noun phrase
14. I told whoever was near me my scary story.
A. Adverb clause B. Adjective clause
C. Infinitive clause D. Noun clause
15. My parents will let me to have the car tonight.
A. Adjective clause B. Adverb clause
C. Infinitive clause D. Noun clause
16. Mike, who is a fine tennis player, will teach us the game.
A. Adverb clause B. Infinitive clause
C. Nominative absolute
D. Adjective clause
17. The hope that he might win upheld him.
A. Noun Clause functioning as subject of the sentence.
B. Noun Clause functioning as appositive.
C. Adjective Clause
D. Adverb Clause
18. He made me what I am today.
A. Noun Clause functioning as object of the sentence.
B. Adjective Clause
C. Adverb Clause
D. Noun Clause functioning as objective complement.
19. This is the place where we had the flat tire.
A. Adverb Clause B. Appositive
C. Adjective Clause D. Noun Clause

20. We will give it to whoever bids the highest.
A. Preposition Phrase.
B. Adjective Clause
C. Noun Clause functioning as object of the preposition.
D. Noun Clause functioning as object of the sentence.

PRACTICE TEST - 3

Choose the correct answer.

1. You may get malaria _____ you are bitten by a mosquito.
A. if B. so that
C. though D. before
2. Hockey players wear lots of protective clothing _____ they don't get hurt.
A. because B. in order that
C. though D. after

Choose the correct subordinating conjunction to fill the space at the beginning of the adverb clause.

3. We keep our bread in the fridge, _____ doesn't go bad.
A. since B. so that
C. although D. after
4. These three books, _____ the teacher recommended us to read, are really interesting.
A. who B. which
C. whose D. whom
5. All the children _____ parents are waiting outside can go home
A. who B. whom
C. which D. whose
6. I bought all the ingredients. I needed them to prepare a cake. Combine the sentences using the correct relative pronoun
A. I bought all the ingredients whom I needed to prepare a cake
B. I bought all the ingredients whose I needed to prepare a cake
C. I bought all the ingredients which I needed to prepare a cake
D. I bought all the ingredients who I needed to prepare a cake
7. Mahesh, _____ owns a luxurious car, is a careless driver
A. whom B. whose
C. who D. which

8. That is the man. His wife is a famous actress. That is the man _____ wife is a doctor
A. who B. whom
C. whose D. which
9. This is the officer that arrested the burglar. The above sentence has _____
A. a defining relative clause
B. a non-defining relative clause
C. both defining and non-defining relative clause
D. neither defining nor non-defining relative clause
10. An adjective clause is usually introduced by a _____.
A. subordinating conjunction
B. subordinate clause
C. relative pronoun
D. adjective clause
11. When the movie is over, you go home. The underlined part of the sentence is a/an
A. Noun clause B. Infinitive clause
C. Adverb clause D. Adjective clause
12. What he knows is no concern of mine
A. Adjective clause B. Adverb clause
C. Noun clause D. Nominative Absolute
13. Several guests arrived before we were ready.
A. Noun clause B. Adjective clause
C. Adverb clause D. Infinitive clause
14. What can you tell me about what he has done this year?
A. Adverb clause B. Noun clause
C. Adjective clause D. Infinitive clause
15. It is not clear what the score was.
A. Adverb Clause
B. Noun Clause functioning as predicate nominative.
C. Noun Clause acting as the object of the sentence.
D. Noun Clause functioning as subject of the sentence.
16. We ordered pizza, which everyone in the family likes.
A. Adjective Clause B. Adverb Clause
C. Infinitive Clause D. Noun Clause
17. Khyati is the only one of our students who went to Europe.
A. Adjective Clause
B. Adverb Clause
C. Infinitive Clause
D. Noun Clause

18. If you feel dizzy, we must call a doctor.
A. Noun clause B. Adverb clause
C. Adjective clause D. Infinitive clause
19. This is what I asked for.
A. Adjective clause B. Noun clause
C. Adverb clause D. Infinitive clause
20. Show me the book that you read.
A. Nominative absolute
B. Noun clause C. Adverb clause
D. Adjective clause

PRACTICE TEST - 4

1. I know someone whose brother is in the marines.
A. Infinitive Clause B. Noun Clause
C. Adverb Clause D. Adjective Clause
2. I read a magazine while i was waiting for the dentist.
A. Infinitive Clause B. Noun Clause
C. Adverb Clause D. Adjective clause
3. I know who her mother is.
A. Infinitive Clause B. Noun Clause
C. Adverb Clause D. Adjective Clause
4. George Bush, who was the president of the united states from 1988 to 1992 is from texas.
A. Adjective clause B. Adverb clause
C. Infinitive clause D. Nominative absolute
5. He asked whether he could smoke a cigarette.
A. Adjective clause B. Infinitive clause
C. Noun clause D. Adverb clause
6. London, which is the capital of England, is one of the largest cities in the world. The above sentence has _____
A. a defining relative clause
B. a non-defining relative clause
C. both defining and non-defining relative clause
D. neither defining nor non-defining relative clause
7. Before we went to town is a/an _____.
A. subordinating conjunction
B. adverb clause
C. noun clause
D. adjective clause
8. The village where I grew up is very small. The above sentence has _____
A. a defining relative clause
B. a non-defining relative clause

- C. both defining and non-defining relative clause
D. neither defining nor non-defining relative clause
9. A/An _____ modifies a noun or pronoun
A. main clause B. simple clause
C. adverb clause D. adjective clause
10. Tom Cruise, who has starred a lot of films, is a famous American actor.
The above sentence has _____
A. a defining relative clause
B. a non-defining relative clause
C. both defining and non-defining relative clause
D. neither defining nor non-defining relative clause
11. A kangaroo is an animal _____ lives in Australia
A. which B. that
C. who D. where
12. A/An _____ has one subject and one verb and expresses a complete thought.
A. subordinate clause
B. simple sentence
C. complex sentence
D. adjective clause
13. I was on my way to the Central Library, _____ I wanted to meet my cousin Raja
A. when B. where
C. who D. whom
14. What are the main parts of an independent clause?
A. a dependent clause and a subordinating conjunction
B. a subordinating conjunction and a complete predicate
C. a subordinating conjunction and a complete subject
D. a complete subject and a complete predicate
15. A _____ is always combined with a main clause
A. complex clause
B. compound clause
C. subordinate clause
D. coordinate clause
16. A complex sentence may be changed into a simple sentence by contracting subordinate clauses into
A. main clauses B. phrases
C. either A or B D. None of these

17. That he would come seems probable. the underlined part of the sentence acts as
A. noun clause B. adjective clause
C. adverb clause D. None of these
18. A compound sentence contains
A. one main clause and one subordinate clause
B. one main clause and two subordinate clauses
C. two or more main clauses
D. two or more subordinate clauses
19. A simple sentence may be converted into complex sentence by expanding a word or phrase into a/an _____
A. main clause
B. subordinate clause
C. independent clause
D. It is not possible to convert
20. 'In fact, he wrote a book about what he had done over the years.' Here the noun clause acts as
A. Subject of preposition
B. Object of preposition
C. both A and B D. None of these
E. neither defining nor non-defining relative clause

KEY TO PRACTICE TESTS

PRACTICE TEST - 1

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) C | 2) B | 3) A | 4) D | 5) E |
| 6) D | 7) B | 8) B | 9) B | 10) C |
| 11) B | 12) C | 13) A | 14) B | 15) A |
| 16) C | 17) B | 18) C | 19) D | 20) D |

PRACTICE TEST - 2

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) C | 2) C | 3) D | 4) D | 5) E |
| 6) B | 7) D | 8) C | 9) C | 10) C |
| 11) D | 12) B | 13) B | 14) D | 15) C |
| 16) D | 17) B | 18) D | 19) C | 20) D |

PRACTICE TEST - 3

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) A | 2) B | 3) B | 4) B | 5) E |
| 6) C | 7) C | 8) C | 9) A | 10) C |
| 11) C | 12) C | 13) C | 14) B | 15) C |
| 16) A | 17) A | 18) B | 19) B | 20) D |

PRACTICE TEST - 4

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) D | 2) C | 3) B | 4) A | 5) E |
| 6) B | 7) B | 8) A | 9) D | 10) C |
| 11) B | 12) B | 13) B | 14) D | 15) C |
| 16) B | 17) A | 18) D | 19) B | 20) D |

VERB - క్రియ

A verb tells us what the subject does, did, has done etc.

ఒక పనినిగాని, స్థితిని గాని తెలియచేయు మాటను verb అందురు.

- Ex : 1. I am a teacher. నేను టీచర్ను.
2. He is watching TV. అతడు టీవీ చూస్తున్నాడు.
3. They should attend the function. వారు ఫంక్షన్ కి హాజరు కావాలి.
4. You will achieve the goal. నీవు లక్ష్యం సాధిస్తావు.
5. We have been living here since 2002. మేము 2002 నుండి ఇక్కడ నివసిస్తున్నాము.

	Auxiliary Verb (సహాయక క్రియ)	Main Verb (ప్రధాన క్రియ)
1వ వాక్యం	am	-
2వ వాక్యం	is	watch (+ ing)
3వ వాక్యం	should	attend
4వ వాక్యం	will	achieve
5వ వాక్యం	have been	live (+ ing)

పై వాక్యాలను బట్టి Verbs రెండు రకాలని తెలిసింది.

- Main Verbs :** Ex : go, give, take, talk etc. ఇవి అసంఖ్యాకంగా ఉన్నాయి. 'Tenses' chapter లోని conjugation of verbs లో అనేక Main Verbs ఇవ్వబడినవి.
- Auxiliary Verbs :** ఇవి 24. 1) Am, 2) Is, 3) Are 4) Was, 5) Were, 6) Do, 7) Does, 8) Did, 9) Have, 10) Has, 11) Had, 12) Can, 13) Could, 14) Shall, 15) Should, 16) Will, 17) Would, 18) May, 19) Might, 20) Must, 21) Need, 22) Dare, 23) Used to, 24) Ought to.

కొన్ని వాక్యాలు Main Verbs లేకుండా కేవలం Auxiliary Verbs మాత్రమే కల్గి ఉంటాయి.

Ex : He is a boy. అతను ఒక బాలుడు.

It was winter. అది శీతాకాలం (గతంలో)

Auxiliary Verbs లేకుండా Main Verbsతో వాక్యాలు ఉంటాయి. (Simple Present Tense, Simple Past Tense లకు చెందిన వాక్యాలు)

Ex : He goes. అతడు వెళతాడు.

We see. మేము చూస్తాము.

He went. అతడు వెళ్ళాడు.

We saw. మేము చూశాము.

POINTS TO BE REMEMBERED :

- ★ Am, is, are ల వాడకం Present Continuous Tense మరియు was, were ల వాడకం Past Continuous Tense లో కనిపిస్తుంది.
- ★ Have, has ల వాడకం Present Perfect Tense, Present Perfect Continuous Tense లలో కనిపిస్తుంది. Had వాడకం Past Perfect Tense, Past Perfect Continuous Tense లలో కనిపిస్తుంది.
- ★ Shall, will ల వాడకం Future Tense కి చెందిన అన్ని sub-tense లలో కనిపిస్తుంది.
- ★ Auxiliary verb (Helping verb) ప్రకృత not వుంచితే Negative sentences (వ్యతిరేక వాక్యాలు) తయారవుతాయి.

Ex : I am not going. నేను వెళ్ళడం లేదు.

They cannot do. వారు చేయలేరు.

We should not encourage dowry. మనం వరకట్నాన్ని ప్రోత్సహించకూడదు.

★ Assertive sentences లోని Auxiliary Verbs ను వాక్యానికి ముందు ఉంచితే Interrogative Sentences (ప్రశ్నార్థక వాక్యాలు) రూపొందుతాయి.

Ex : He is a singer. అతడు గాయకుడు
Is he a singer ? అతడు గాయకుడా ?
 They have participated. వారు పాల్గొన్నారు.
Have they participated. వారు పాల్గొన్నారు ?
 She could cross the road. ఆమె రోడ్డు దాటగలిగింది.
Could she cross the road? ఆమె రోడ్డు దాటగలిగిందా?

★ am - ఉన్నాను I - am;
is - ఉన్నది, ఉన్నాడు. He, she, it ____ is;
are - ఉన్నాము, ఉన్నావు, ఉన్నారు, ఉన్నాయి. We, you, they ____ are;
was - ఉండెను. I, he, she, it ____ was;
were - ఉండెను. we, you, they ____ were;
have - కలిగియుండు. I, we, you, they ____ have;
has - కలిగియుండు, he, she, it ____ has;
had - కలిగియుండెను. I, we, you, he, she, it, they ____ had;
can - 'చేయగల' అనే అర్థంలో వాడబడుతుంది.
 I, we, you, he she, it, they ____ can;
 - ఎవరికైనా help, offer చేసే సందర్భాలలో 'can' వాడబడుతుంది.

could - 'చేయగలిగిన' అనే అర్థంలో వాడబడుతుంది.
 I, we, you, he she, it they ____ could;
 మర్యాద పూర్వకంగా ప్రశ్నించే సందర్భంలో 'could' ను ఉపయోగిస్తారు

shall - భవిష్యత్తును సూచించు సహాయక క్రియ I, we ____ shall;
 - Second person (you, you) మరియు Third persons (He, she, it they) ల ప్రక్కన వాడకం అజ్ఞాపనను సూచిస్తుంది

should - 'తప్పనిసరిగా చేయవలసిన' అనే అర్థంలో వాడబడుతుంది.
 - I, we, you, he, she, it, they ____ should;

will - భవిష్యత్తును సూచించు సహాయక క్రియ.
 - you, he, she, it, they ____ will
 - ప్రస్తుతం I, we లకు కూడా will వాడుతున్నారు.
 - will ను మర్యాదపూర్వకంగా ప్రశ్నించటానికి ఉపయోగిస్తారు.

would - గతంలో అలవాటుగా జరిగిన పనులను సూచించును.
 - I, we, you, he, she, it, they ____ would;
 - చాలా మర్యాదపూర్వకంగా ప్రశ్నించడానికి 'would'ను ఉపయోగిస్తారు.

may
might - 'చేయవచ్చు, చూడవచ్చు' అనే అర్థాన్నిచ్చును. May కన్న Might తక్కువ సంభావ్యత గలది.
 - I, we, you, he, she, it they ____ may / might

Ex : I am a doctor.
 Ex : He is a lawyer.
 Ex : They are reading.
 Ex : She was eating.
 Ex : We were watching TV.
 Ex : I have two pens.
 Ex : She has beautiful eyes.
 Ex : We had two houses.

Ex : He can help
 Ex : Can I accompany you ?

Ex : She could run fast.
 Ex : Could you please tell me his address?

Ex : We shall go to Chennai
 Ex : You shall do it.

Ex : We should respect elders.

Ex : He will win the prize.
 Ex : Will you please move aside ?

Ex : He would read 'The Hindu'.
 Ex : Would you please tell me the way to railway station ?

Ex : You may meet him.
 It might rain today.

need

- 'చేయవలసిన అవసరమున్న' అనే అర్థంలో ఉపయోగించబడుతుంది.
- వ్యతిరేకార్థంలో వాడునపుడు Third person ఏకవచనంలో 'need' అనే వ్రాయాలి. 'needs' అని వ్రాయకూడదు.
- కాని Affirmative sentence లో 'needs' అని వాడవలెను.

Ex : The boy need not go there

Ex : He needs some money

dare

- 'సాహసించు' అనే అర్థాన్నిచ్చును.
- I, we, you, he, she, it, they _____ dare;

Ex : He dare not utter a single word.

She dared to accept the challenge.

used to

- గతంలో అలవాటుగా జరిగిన పనులను సూచించును.
- I, we, you, he, she, it, they _____ used to;

Ex : I used to learn Tamil.

ought to

- 'విధిగా చేయవలసిన' అనే అర్థాన్నిచ్చును.
- I, we, you, he, she, it, they _____ ought to;

Ex : You ought to work hard.

TRANSITIVE VERBS :

ఇవి object (కర్మ) ఉన్న verbs.

Ex : He is reading a book
Sub verb obj
(కర్త) (క్రియ) (కర్మ)

ఇక్కడ 'read' అనే verb కి a book అనే object ఉంది కాబట్టి, 'read' transitive verb.

Some more examples :

He cleaned the room. అతడు గది శుభ్రం చేశాడు.
They play football. వారు ఫుట్ బాల్ ఆడతారు.
Swapna closed the door. స్వప్న తలుపు మూసింది.

Intransitive Verbs :

ఇవి object లేని verbs.

Ex : The door closed. తలుపు మూసుకొంది.
The water is boiling. నీరు మరుగుతోంది.
The car stopped. కారు ఆగింది.

Strong Verbs : Present Tense రూపంలోని క్రియకు vowels (అచ్చులు) మారుటవలన past రూపం ఏర్పరచుకొను Verbs ను Strong Verbs అందురు.

Ex : bear - bore - borne
draw - drew - drawn
feel - felt - felt

వీటినే Irregular Verbs అని కూడా అందురు.

Weak Verbs : Present Tense రూపం చివర 'd' గాని, 'ed' గాని 't' గాని చేర్చడం వలన past tense రూపం వచ్చు Verbs ను Weak Verbs అందురు.

Ex : work - worked - worked
hear - heard - heard

వీటినే Regular Verbs అని కూడా అందురు.

PRACTICE TEST

Fill in the blanks with suitable Auxiliary Verbs (1-15)

1. He _____ come to school yesterday because he was ill.
A. has B. did C. didn't D. doesn't
2. She _____ been working in the garden since two this afternoon.
A. has B. have C. is D. was
3. He _____ like politics. He never talks about it.
A. does B. doesn't C. will D. may
4. I'm afraid I _____ be able to come to the party. I have to study.
A. can B. will C. won't D. may
5. You've visited London, _____ you?
A. have B. haven't C. did D. didn't
6. They _____ going to attend a meeting in Chennai next week.
A. are B. will C. were D. must
7. Why _____ you buy that?! It's ugly!
A. don't B. can C. did D. have
8. She _____ often go to the movies.
A. does B. doesn't C. can D. may
9. I am innocent, _____ I?
A. am B. amn't C. are D. aren't
10. You don't like country music. Neither _____ I.
A. do B. am C. does D. have
11. Mom _____ been working for two hours when I telephoned.
A. has B. had C. was D. has had
12. I think they are fantastic! So _____ she.
A. is B. does C. has D. be
13. He _____ to play cricket very often but he is very busy now
A. is B. was C. used D. need
14. If I _____ you, I would accept the proposal
A. was B. am C. were D. are
15. I _____ just been to the bank.
A. was B. am C. have D. were

Choose the verb that best fills the blank (16 to 25)

16. Rajani _____ that she would travel abroad this summer
A. told B. asked C. saying D. said
17. The soldier was badly wounded and _____ profusely
A. blooded B. bled C. bleed D. bled
18. Let us _____ some branches of this tree
A. fall B. fell C. fallen D. felled

19. Babar _____ the Mughal Empire
A. found B. founded C. was founding D. was found
20. He _____ his cap on a peg
A. hang B. hung C. hanged D. hunge
21. Let sleeping dogs _____
A. lay B. lie C. lain D. lied
22. They have _____ all these trouble patient
A. borne B. bear C. born D. borned
23. The bearer _____ the table for dinner
A. lay B. has lain C. laid D. has layed
24. He _____ his stick and hit the enemy
A. rises B. raises C. rose D. raised
25. Are you _____ at the airplane in the sky?
A. Seeing B. Looking C. Seen D. Looked

Choose the sentence with a transitive verb (26-28)

26. A. He ran a long distance
B. The baby sleeps
C. Birds fly in the sky
D. I forgot his name
27. A. He spoke the truth
B. The bell rang loudly
C. How do you feel?
D. The ship sank rapidly
28. A. The boy walks on the platform
B. Rama rings the bell
C. The horse never kicks
D. He goes to Vizag

Choose the sentence with an intransitive verb (29-30)

29. A. Many trees fall on the road
B. They cut the trees
C. He writes poems
D. The dog bit the boy
30. A. Raise your hands
B. The boys fly their kites
C. Lie still on the floor
D. Lay the basket there

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-----|
| 1. C | 2. A | 3. B | 4. C | 5. |
| 6. A | 7. C | 8. B | 9. D | 10. |
| 11. B | 12. B | 13. C | 14. C | 15. |
| 16. D | 17. D | 18. B | 19. B | 20. |
| 21. B | 22. A | 23. A | 24. D | 25. |
| 26. D | 27. A | 28. B | 29. A | 30. |

An adverb is a word that adds to the meaning of a verb or an adjective or another adverb.

ఒక క్రియయొక్క గాని, adjective యొక్కగాని, లేక మరొక adverb యొక్క గాని అర్థమును విశదీకరించు (modify చేయు) మాటకు adverb అని పేరు.

Ex : Swapna eats slowly.

This is a very sweet mango.

Manisha reads quite clearly.

Adverbs are of ten kinds. They are

1. Adverbs of Time
2. Adverbs of Place
3. Adverbs of Number
4. Adverbs of Manner
5. Adverbs of Degree and Quantity
6. Adverbs of Affirmation
7. Adverbs of Negation
8. Adverbs of Reason
9. Interrogative Adverbs
10. Relative Adverbs

1. Adverbs of Time :

ఇవి ఆయా పనులు జరుగు కాలమును తెలుపుతాయి. ఇవి 'when' అను ప్రశ్నకు సమాధానంగా వస్తాయి.

Ex : now, then, since, ago, before, already, soon, presently, immediately, instantly, early, late, today, tomorrow, yesterday, afterwards.

2. Adverbs of Place :

ఇవి ఆయా పనులు ఎక్కడ జరుగునది తెలుపుతాయి. ఇవి 'where' అను ప్రశ్నకు సమాధానంగా వస్తాయి.

Ex : here, there, hence, thence, hither, thither, in, out, within, without, above, below, far, near, inside, outside.

1. They came here.

2. She went abroad.

3. He went into the garden.

3. Adverbs of Number :

1. He failed thrice 2. He often goes to picture అను వాక్యములలో thrice, often అను మాటలు How often (ఎన్నిసార్లు) అను ప్రశ్నకు సమాధాన మిచ్చుటచేత వానిని Adverbs of Number అందురు.

Ex : once, twice, thrice, again, seldom, never, sometimes, always, often, firstly, secondly, thirdly, fourthly, fourfold, threefold మొదలగునవి.

4. Adverbs of Manner :

1) Bhima fought bravely. భీముడు ఎలా పోరాడాడు. Bravely (దైర్యంగా)

2) Seeta spoke loudly. సీత ఎలా మాట్లాడింది. Loudly (గట్టిగా).

Bravely, Loudly అను Adverbs ఆయా క్రియలు ఏ రీతిలో (How and in what manner) జరిగినది తెలుపుచున్నవి.

కావున వానిని adverbs of manner అని అందురు.

Ex : thus, so, well, ill, amiss, badly, probably, certainly, conveniently, slowly, agreeably, sadly.

5. **Adverbs of Degree and Quantity** : To what extent (ఎంతవరకు) అని అర్థం వచ్చునవి.

Ex : Almost, quite, partly, wholly, rather, somewhat, a little, almost, much, very much.

1. He is quite right.
2. She is partly correct.
3. It is rather cold today.

6. **Adverbs of Affirmation** : Yes, certainly, surely, by all means మొదలగు adverbs ను adverbs of affirmation అందురు. అనగా ఇవి ఒక విషయమును అవునని చెప్పుటకు తోడ్పడును.

Ex : 1. Surely he will pass.
2. Certainly he went wrong.

7. **Adverbs of Negation** : ఒక విషయము కాదు అని చెప్పుటకు ఇవి తోడ్పడును.

Ex : No, not, any, not at all.
1. She does not know him.
2. I do not like him.

8. **Adverbs of Reason** : ఇవి కారణము (Reason) లను తెలుపుటకు తోడ్పడును.

Ex : Since, because, it, therefore.
1. As she was tired, she went to bed early.
2. Sridhar did not go to school because he was ill.

9. **Interrogative Adverbs** : ప్రశ్నలు వేయుటకు ఉపయోగించునవి.

Ex : Where, what, when, how, why, which.
1. Where is Vaishnavi ?
2. Why are they late ?
3. When did Sekhar come from Chennai?
4. How many students passed the test?

10. **Relative Adverbs** : Adverbs కు ముందున్న Nouns (నామవాచకములు) తో గల సంబంధమును సూచించునవి.

Ex : Where, which etc.
1. They went to the building which was constructed.
2. She remembers the convent where she studied.

PRACTICE TEST - 1

Identify the adverb/adverbs in the following statements.

1. I will catch the train early.
A. catch B. will
C. early D. train
2. Today, you can go safely on a trip.
I. trip II. safely
III. today IV. go
A. I and III B. II only
C. I and II D. III and IV
3. I'm free tomorrow. Shall we meet at seven?
A. Meet B. At
C. tomorrow D. Free
4. I do not need these empty plastic bottles.
A. empty B. these
C. do D. not

5. An adverb typically describes a verb, adjective, or another adverb.

- A. adverb B. typically
C. both A and B D. neither A nor B

6. Nagesh walked quickly towards the door.

- A. towards B. the door
C. quickly D. walked

7. It was painfully hot. I, therefore, went swimming.

- I. painfully II. hot
III. swimming IV. therefore
A. I and II B. I and III
C. I and IV D. I only

8. Frankly, I do not care about his problems.

- I. about II. frankly
III. not IV. do
A. I and II B. I and IV
C. II and III D. III and IV

9. Soumaya dresses very elegantly. She is an elegant dresser.
A. Dresses, very B. Elegant, dresser
C. Very, Elegantly D. Very, elegant
10. He was only trying to help.
A. trying B. help
C. only D. to
11. Clearly, she has not given any excuse for such behaviour.
A. not, clearly B. such, clearly
C. behaviour, such D. clearly, not
12. Usually, he gets up early and goes to work.
A. Usually, gets B. Goes, early
C. Usually, early D. Up, work
13. I woke up. Then I got out of bed slowly.
A. Woke, slowly B. Then, slowly
C. Slowly, of D. Out, got
14. Finally, Bhaskar quietly went home.
I. Finally II. Quietly
III. Home IV. Went
A. I and II B. I and III
C. I, II and III D. II only
15. I have to study English today.
A. have B. study
C. to D. today
16. We sometimes get so confused.
A. we, so
B. sometimes, so
C. get, so
D. confused, sometimes
17. Harish is a very careful boy. He plans his career carefully.
A. careful, very
B. very, carefully
C. very, plans
D. very, careful, plans
18. They are absolutely confident about themselves
A. absolutely B. about
C. confident D. themselves
19. The lovely baby screamed extremely loudly
A. screamed, extremely
B. extremely, loudly
C. lovely, extremely
D. lovely, extremely, loudly

20. I will be there soon. I will see you then.
A. be, soon, then
B. be, there, soon
C. there, soon, then
D. be, then, see

PRACTICE TEST - 2

(Q. No. 1-5) Identify the sentence with 'adverb of manner'.

- A. We rise early
B. You sleep late
C. I must go there tomorrow
D. The man spoke slowly
- A. I have heard this before
B. All the boys worked hard
C. He came here yesterday
D. The sky is above
- A. He lives here
B. Time flies fast
C. My mother is going upstairs
D. You are quite wrong
- A. The rose is very beautiful
B. The cup was nearly full
C. The earth is below
D. The soldiers fought bravely
- A. Our team played well
B. They are somewhat lazy
C. He has not come today
D. I sometimes eat non-vegetarian food.

(Q. No. 6-10) Identify the sentence with 'adverb of time'.

- A. The children played happily
B. They visited this place yesterday
C. The students worked hard
D. She speaks rather slowly
- A. We won the match easily
B. I always speak truth
C. We were treated kindly
D. The flower is very beautiful
- A. The mangoes are almost ripe
B. Come in and sit down
C. Walk three steps backward
D. I have done this before

9. A. All the children played inside
B. He is very rich
C. He has gone away
D. She never told a lie

10. A. He will come soon
B. Raj is sitting outside
C. He is totally wrong
D. The boys shouted loudly

(Q. No11-15) Identify the sentence with 'adverb of place'

11. A. He runs fast
B. You have to go there tomorrow
C. She always plays chess
D. I have searched for the book every where
12. A. The children looked down
B. The boy has almost won the game.
C. Yesterday she wrote her copy-book neatly
D. He never hurt anyone
13. A. He is rather lucky
B. You must return the book tomorrow
C. He was beaten severely
D. Go there, please
14. A. It is raining heavily
B. Keep your books here
C. She spoke well today
D. I have never seen a tiger
15. A. She sang beautifully
B. He is always busy
C. They have just left
D. Walk forward.

(Q. No16-20) Identify the sentence with 'adverb of Degree'

16. A. The boy has gone away
B. The birds flew happily
C. He climbed down
D. He is entirely mistaken
17. A. They will soon come downstairs
B. He cannot spell these words correctly
C. The little boy ran fast
D. She is extremely careless
18. A. He is rather uneasy today
B. The students looked up
C. Sarala sang sweetly
D. Never speak rudely to your teachers
19. A. The bucket is nearly full
B. You must come early tomorrow
C. The boy is very innocent
D. We got up late today
20. A. The old man walks unsteadily
B. They will arrive soon
C. You are somewhat correct in your opinion
D. The boy came home late

KEY TO PRACTICE TESTS

PRACTICE TEST - 1

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. C | 2. C | 3. C | 4. D | 5. B |
| 6. C | 7. D | 8. C | 9. C | 10. C |
| 11. D | 12. C | 13. B | 14. A | 15. D |
| 16. B | 17. B | 18. A | 19. B | 20. C |

PRACTICE TEST - 2

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. D | 2. B | 3. B | 4. D | 5. A |
| 6. B | 7. B | 8. D | 9. D | 10. A |
| 11. D | 12. A | 13. D | 14. B | 15. D |
| 16. D | 17. D | 18. A | 19. C | 20. C |



A conjunction is a word which is used to join words or sentences or phrases.

పదములు లేదా వాక్యాలు లేదా పదబంధాలను కలుపుటకు వాడే మాటలను Conjunctions అందురు.

Conjunctions are of three kinds.

1. Co-ordinating conjunctions
2. Subordinating conjunctions
3. Correlative conjunctions

1. **Co-ordinating Conjunctions** : Conjunctions such as "and" are called Co-ordinating Conjunctions. Co-ordinating conjunctions join two grammatical units of the same kind- that is, noun and noun, adjective and adjective, adverb and adverb etc.

"And" లాంటి Conjunctions ను Co-ordinating Conjunctions అందురు. ఒకే రకమైన రెండు Units ను అనగా ఒక నామవాచకము, మరియొక నామవాచకము, ఒక విశేషణము, మరియొక విశేషణము, ఒక అవ్యయము, మరియొక అవ్యయమును కలుపునవి.

Ex : And, but, for, also, as well as, both.... not, not only..... but also, either..... or, neither.... nor, so, therefore etc.

Ex : 1. Manisha and Sirisha are sisters

2. It may be either good or bad

3. Janaki is dull but she is clever.

2. **Subordinating Conjunctions** : Words like 'that', 'where', 'why', 'how', 'when' are called 'Subordinating Conjunctions' because they help to connect subordinate clauses to main clauses.

That, where, why, how, when వంటి పదాలు subordinating conjunctions అని పిలువబడతాయి. ఇవి Subordinate clausesను, main clauses కు కలుపుటకు ఉపకరిస్తాయి.

పైన పేర్కొనబడినవి గాక though, (although), since, after, till, (until), as, because, before, than, if, unless, while, whether, lest, in case, so that, as if, as long as, as soon as అనునవి కూడా Subordinating Conjunctions.

3. **Correlative Conjunctions** : Some conjunctions used in pairs are called Correlative Conjunctions.

జంటలుగా ఉపయోగించబడే conjunctions ను Correlative Conjunctions అందురు.

Ex : Not only... but also, either..... or, whether....or, though..... yet, both..... and

Ex : 1. He is not only rich but also generous.

2. Either go to school or attend to the work.

3. I do not mind whether I get the first mark or not.

4. Though he was poor, yet he was generous.

5. We both love and honour our President.

Examples on some important conjunctions :

Too - to

1. It is too late to catch the train.
2. He is too young to do that work.
3. She is too rich to live in a small hut.
4. It's too late for you to make a new beginning.
5. He is too young to join our group.

Though

1. Though he is poor, he is honest.
2. Though we played well, we lost the match.
3. Though Chitra worked very hard, she could not get a first class.
4. Though Mohini was unwell, she danced beautifully.

Since

1. Since we were busy, we cancelled our picnic.
2. Since it was a holiday, he woke up late.
3. Since it was a holiday, they went on a picnic.
4. Since I woke up late, I missed the school bus.
5. Since it was raining, we decided to stay indoors.
6. Since it was holiday, lazy Balu slept all day.
7. Since I haven't got much money, I can't build a house.
8. Since it rained all day, we stayed indoors.
9. Since you refuse, we will not trouble you again.

So - that

1. She had put on so much weight, that I couldn't recognize.
2. The sum is so difficult, that I cannot do it.
3. It was so hot, that there was no one on the road.
4. He is so fat, that he cannot walk fast.
5. I did so well last time, that I should do better now.
6. She was so fat, that the seat broke.

When

1. When I reached home, my mother had already left.
2. When we were going to school, we saw an accident.
3. When we went to the exhibition, we found most of the stalls empty.
4. When they went to the cinema, the film had started.
5. When we reached stadium, the match had started.
6. When she got home, her children had already gone to bed.
7. When you meet your teacher, you should greet her.
8. When I reached home, my brother had already left.

While

1. Smitha fell asleep, while I was watching TV.
2. While the family was away on holiday, thieves broke into the house.
3. Grandfather fell asleep, while he was watching TV.
4. While we were sleeping, it was raining hard.
5. The police caught the thief, while he was trying to escape.
6. While Anuradha sang, Rukmini danced.
7. She hurt herself, while she was playing cricket.
8. While we were getting ready for the picnic, mother was busy in packing lunch.

PRACTICE TEST - 1

Choose the correct answer.

1. ____ conjunctions are used to join two similar grammatical constructions; for instance, two words, two phrases or two clauses
 - A. Subordinating conjunctions
 - B. Coordinating conjunctions
 - C. Correlative conjunctions
 - D. All the above
2. ____ conjunctions are used in pairs
 - A. Subordinating Conjunctions
 - B. Coordinating Conjunctions
 - C. Correlative Conjunctions
 - D. None of these
3. Identify the sentence that has no conjunction in it
 - A. She worked hard but did not succeed
 - B. I will wait here till you return
 - C. I haven't seen him since Sunday
 - D. Look before you leap
4. A ____ Conjunction joins a clause to another on which it depends for its full meaning
 - A. Subordinating
 - B. Coordinating
 - C. Correlative
 - D. None of these
5. Which of the following is not a 'Correlative Conjunction'?
 - A. Neither ____ nor
 - B. Even ____ if
 - C. Not only ____ but also
 - D. Both ____ and
6. Identify the sentence with a 'Subordinating Conjunction'
 - A. He is neither rich nor famous
 - B. He is poor yet he is honest
 - C. He sat down because he was tired
 - D. He tried and succeeded
7. Everybody but Suresh has come. 'but' in this sentence is used as a
 - A. Conjunction
 - B. Preposition
 - C. Both as a conjunction and a preposition
 - D. Interjection
8. *My friend and I will attend the meeting.* This sentence has a
 - A. Correlative Conjunction
 - B. Subordinating Conjunction
 - C. Coordinating Conjunction
 - D. None of these
9. *She is not only clever but also hardworking.* This sentence has a
 - A. Subordinating Conjunction
 - B. Coordinating Conjunction
 - C. Correlative Conjunction
 - D. None of these
10. *Let us wait until the rain stops.* This sentence has a
 - A. Subordinating Conjunction
 - B. Coordinating Conjunction
 - C. Correlative Conjunction
 - D. None of these
11. Which of the following is not a 'Subordinating Conjunction'?
 - A. as well as
 - B. although
 - C. if
 - D. unless
12. He is wiser than I am. 'than' in the sentence is used as a
 - A. Preposition
 - B. Adverb
 - C. Conjunction
 - D. Adjective
13. I cannot excuse you ____ you apologize. Fill in the blank with a suitable conjunction.
 - A. if
 - B. but
 - C. as
 - D. unless
14. I would rather be an engineer ____ a doctor.
 - A. but
 - B. nor
 - C. than
 - D. yet
15. Praveena got the job ____ she had no experience.
 - A. as
 - B. since
 - C. though
 - D. because
16. When they found the man who had been lost for four days, he was ____ tired ____ hungry
 - A. either ... or
 - B. neither ... nor
 - C. not only ... but also
 - D. as ... as
17. ____ Jatin and Nitin can swim
 - A. As
 - B. Neither
 - C. Either
 - D. Both
18. The student didn't know ____ to choose arts or science.
 - A. as
 - B. whether
 - C. neither
 - D. both
19. For lunch, you may have ____ chicken or fish
 - A. both
 - B. either
 - C. not only
 - D. also
20. There is an entrance exam for me tomorrow ____ I feel a little nervous
 - A. although
 - B. but
 - C. so
 - D. since

PRACTICE TEST - 2

Choose the correct answer.

1. We fought our best, ____ our team was defeated
 - A. But
 - B. Since
 - C. Which
 - D. So
2. I didn't read every chapter, ____ I think I will pass the exam
 - A. And
 - B. But
 - C. Since
 - D. Unless

3. I won't be able to buy that car _____ I have paid off some debts.
A. And B. So
C. But D. Until
4. _____ volley ball is her main focus, she is also great at basket ball
A. Because B. While
C. Unless D. Since
5. I was really tired _____ I took a long nap
A. So B. Unless
C. Since D. Although
6. I hope that I'll finish on time, _____ I can't guarantee it
A. Since B. Although
C. But D. unless
7. We can go by bus _____ we can walk.
A. and B. but
C. because D. or
8. He arrived before the appointed time. This sentence has a
A. Subordinating Conjunction
B. Coordinating Conjunction
C. Correlative Conjunction
D. There is no conjunction in the above sentence
9. I'm not leaving _____ I get an apology from you
A. So that B. As long as
C. Until D. While
10. Write it down _____ you don't forget.
A. So B. Although
C. When D. So that
11. I don't know _____ I'll be back
A. since B. when
C. because D. as
12. The job is badly paid _____ I'm looking for another one.
A. so B. as
C. although D. since
13. I refuse to pay anything _____ you do the work properly
A. so that B. as if
C. as long as D. until
14. Many species of wildlife are becoming extinct _____ the rainforests are being destroyed.
D. therefore B. since
C. so D. consequently
15. a) Deer are cute.
b) They eat all your flowers.
Combine the above sentences with a correct conjunction
A. Deer are cute because they eat all your flowers
B. As deer are cute, they eat all your flowers

- C. Although deer are cute, they eat all your flowers
D. Deer are cute so they eat all your flowers
16. a) She is arrogant.
b) People like her
Combine the above sentences with a correct conjunction
A. People like her because she is arrogant
B. She is arrogant yet people like her
C. People like her since she is arrogant
D. Although people like her, she is arrogant
17. The house, which stood on a hill, could be seen for miles. This sentence has a
A. Subordinating Conjunction
B. Coordinating Conjunction
C. Correlative Conjunction
D. There is no conjunction in the above sentence
18. Did you go out or stay at home? This sentence has a
A. Coordinating Conjunction
B. Subordinating Conjunction
C. Correlative Conjunction
D. There is no conjunction in the above sentence
19. No sooner had I reached the corner, than the bus came. This sentence has a
A. Coordinating Conjunction
B. Correlative Conjunction
C. Subordinating Conjunction
D. The sentence has no conjunction at all
20. a) They got married.
b) They loved each other.
Combine the above sentences with a correct conjunction
A. Though they got married, they loved each other
B. As they loved each other, they got married
C. They loved each other but they got married
D. They loved each other however they got married

KEY TO PRACTICE TESTS

PRACTICE TEST - 1

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 2. C | 3. C | 4. A | 5. B |
| 6. C | 7. B | 8. B | 9. C | 10. D |
| 11. A | 12. C | 13. D | 14. C | 15. B |
| 16. C | 17. D | 18. B | 19. B | 20. D |

PRACTICE TEST - 2

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. A | 2. B | 3. D | 4. B | 5. B |
| 6. C | 7. D | 8. D | 9. C | 10. D |
| 11. B | 12. A | 13. D | 14. B | 15. B |
| 16. B | 17. A | 18. B | 19. B | 20. D |

DIRECT AND INDIRECT SPEECH

If the exact words of a speaker are reproduced in a sentence it is said to be in Direct Speech. Those words are enclosed within inverted commas.

ఒక వ్యక్తి మాట్లాడిన మాటలను ఉన్నదున్నట్లుగా చెప్పుటను Direct Speech అందురు. ఆ మాటలను inverted commas లో ఉంచవలెను.

Ex : Vijay said, "I am busy now" విజయ్ అన్నాడు, "నేను ఇప్పుడు బిజీగా ఉన్నాను."

If the substance or meaning of what the speaker said is given in a sentence it is said to be in Indirect Speech.

(ఒక వ్యక్తి మాటల యొక్క సారాంశమునుగాని, అర్థమును గాని చెప్పుటను Indirect Speech అందురు.)

Ex : Vijay said that he was busy then.

విజయ్ తను అప్పుడు బిజీగా ఉన్నానని అన్నాడు.

The following rules must be observed to change a sentence from Direct Speech to Indirect Speech.

1. We should not use inverted commas in Indirect Speech. Indirect Speech లో inverted commas వాడకూడదు.
2. No other punctuation mark except a full stop should be placed at the end of the sentence in Indirect Speech. Indirect Speech లోని వాక్యము చివర full stop తప్ప ఏ యితర గుర్తు వుండరాదు.
3. The reported speech must be joined with reporting speech with an appropriate conjunction like **that** or **if**. Reported speech, reporting speech లను తగిన conjunction తో కలుపవలెను.
4. If the sentence in the reported speech is an Assertive sentence or Exclamatory sentence, generally 'that' conjunction is used. In Assertive sentences the reporting verb '**said to**' is changed to '**told**'. In Exclamatory sentences it becomes '**exclaimed**'.

Reported Speech లోని వాక్యము Assertive sentence గాని Exclamatory sentence గాని అయిన యెడల Indirect Speech లో 'that' అను conjunction వాడవలెను. Direct Speech లోని 'said to' Indirect Speech లోనికి 'told' గా మారవలెను. Exclamatory వాక్యములలో అది 'exclaimed' గా మారును.

- 5 a) If the sentence in the reported speech is an Interrogative sentence which starts with **when, why, how, what** etc., the reported speech and the reporting speech are joined by the same words.

Reported speech లోని వాక్యము **when, why, how, what** మొదలగు పదములతో ప్రారంభమగు ప్రశ్న అయిన యెడల Indirect speech లను ఆ ప్రశ్న పదములతోనే కలుపవలెను.

- b) If the reported speech is an Interrogative sentence which starts with helping verbs like **is, are, am, do, does, did, may, can**, the reporting speech and reported speech are joined by '**if**' or **whether**.

Reported speech లోని వాక్యము ప్రశ్న అయి వుండి సహాయక్రియలతో **Is, Are, Do, Did** మొదలగు వాటితో ప్రారంభమయిన యెడల Indirect Speech లో **if** లేక **whether** యను conjunction వచ్చును.

Note : In an Interrogative sentence, the verb is followed by the subject. But in Indirect Speech the verb must follow the subject. The reporting verb must be changed to **ask or enquire or question**.

(Indirect Speech లో కర్త తరువాత క్రియ రావలెను. Reporting verb ask గా గాని, enquire గా గాని, question గా గాని మార్చవలెను.)

- 6 a) If the sentence in the reported speech is an Imperative sentence, the reporting verb must be changed to **ask or order, request or advise** according to the nature of the sentence.

(Reported speech లోని వాక్యము Imperative sentences అయిన యెడల Reporting verb ask లేక, order, request లేక advise అని వాక్యమునకు తగినరీతిగా మార్చవలెను.)

- b) If the reported speech is an Exclamatory sentence, the reporting verb should be changed into **exclaim, wonder** etc. First the exclamatory sentence should be changed into an Assertive sentence in the Indirect speech.

(Reported speech లోని వాక్యము Exclamatory sentence అయిన యెడల reporting verb exclaim, wonder మొదలగు మాటలుగా మార్చవలెను. మొదట Exclamatory వాక్యమును Assertive వాక్యముగా Indirect Speech లోనికి మార్చవలెను.)

- ◆ Commas, Quotation marks Question marks are omitted and a conjunction like that, if, whether is used.
No connecting word is used with a W-H question.

S.No	Sentence in quotation marks	Conjunction
1.	Statement/ Exclamation	that
2.	Yes/ No Question	if/whether
3.	W-H question	Omitted
4.	Command/Request/Advice	to

◆ **Exclamatory Sentences:**

Interjection	Equivalent Expression
Hurrah!	exclaimed with joy
Oh!	exclaimed with regret
Alas!	exclaimed with sorrow
Wow!	exclaimed with wonder
Pooh!	exclaimed with contempt

7. a) If there is the First person, I or We in the reported speech, it must be changed into the same person as that of the subject of the reporting speech.
(Reported speech లోని కర్త I లేక we అయిన యెడల అది Indirect speech లో reporting verb కర్త ఏ person లో వున్న ఆ person లోనికి మారును.)
- b) If there is the second person you in the reported speech, it must be changed into the same person as that of the object in the reporting speech, we must a suitable object.
(Reported speech లోని కర్త you అయిన యెడల అది Indirect Speech లో reporting verb యొక్క object ఏ person వున్న యెడల ఆ person లోనికి మారును. ఒకవేళ reporting verb object లేకున్న తగిన object ను చేర్చవలెను).
8. If the verb in the reporting speech (the reporting verb) is in the Present tense or Future tense, the verb in the reported speech will not change.
(Reported verb, Present tense లేక Future tense లో వున్న యెడల, Reported speech లోని క్రియ రూపము మారదు)
Ex : He says, "Rama is a good boy".
He says that Rama is a good boy.
He will say, "Radha does not like sweets."
He will say that Radha does not like sweets
9. If the reporting verb is in the Past tense, the verb in the reported speech will undergo the following changes.
(Reported verb Past tense లో వున్న యెడల, Reported speech ఈ క్రింది విధముగా మారును.)
- a) is, am → was
are → were
may → might
can → could
will → would
shall → should
has, have → had
must → had to
do, does → did

- b) The Simple Present will become the Simple past.

Simple Present, Simple past లోనికి మారును.

Ex : He said, "I know Rama"

He said that knew Rama.

- c) The Present Continuous will become the Past Continuous.

Present Continuous Past Continuous లోనికి మారును.

Ex : He said, "I am reading"

He said that he was reading.

- d) The Present Perfect will be changed to the Past Perfect.

Present Perfect, Past Perfect లోనికి మారును.

Ex : He said "I have posted the letter."

He said that he had posted the letter.

- e) The Present Perfect Continuous will become the Past Perfect Continuous.

Present Perfect Continuous tense, Past Perfect Continuous tense లోనికి మారును.

Ex : Sheela said, "I have been waiting."

Sheela said that she had been waiting.

- f) The Simple past tense will be the same.

Simple past అలాగే వుంటుంది.

Ex : Ravi said, "I bought a pen."

Ravi said that he bought a pen.

Note : But sometimes it will be changed to the Past Perfect. కానీ కొన్ని సందర్భములలో Simple Past, Past Perfect లోనికి మారును.

Ex : Sita said, "I sang a song."

Sita said that she had sung a song.

- g) The Past Continuous will become the Past Perfect Continuous.

Past Continuous, Past, Past Perfect Continuous లోనికి మారును.

Ex : Savitri said, "I was writing a letter."

Savitri said that she had been writing a letter.

◆ Change of Tenses

- Tenses do not change in the Indirect Speech if the reporting verb is in the Present Tense and the Future Tense.
- When the reporting verb is in the Past Tense, the Tense of the Reported Speech normally change in the following way;

S.No	Direct Speech	Indirect Speech
1.	Simple Present	Simple Past
2.	Present Continuous	Past Continuous
3.	Present Perfect	Past Perfect
4.	Present Perfect Continuous	Past Perfect Continuous
5.	Simple Past	Simple Past/ Past Perfect
6.	Past Continuous	Past Continuous / Past Perfect Continuous
7.	Future	Conditional

- ◆ Words expressing nearness in time or place are generally changed into words expressing distance
e.g : She said to me, "I will leave for New Delhi **tomorrow**" (DS)

She told me that she would leave for New Delhi **the next day**. (IDS)

10. Certain words will be changed in the Indirect Speech.

Direct Speech	Indirect Speech
now	then
hence	thence
here	there
hither	thither
ago	before
this	that
these	those
thus	so (or) in that way
come (sometimes)	go
tomorrow	the next day (or) the following day
yesterday	the previous day (or) the day before
last night	the previous night (or) the night before
last week	the previous week
the next month	the following month
hence forward	thence forward
hereby	thereby

Note : But these changes do not take place if the speech is reported during the same period or at the same place.

Ex : She says, "I shall come this evening."

She says that she will come this evening.

11. If there is a universal truth in the reported speech it will not change in the Indirect Speech though the reporting verb is in the Past tense.

(Reported speech లో నిత్య సత్యములున్న యెడల reporting verb, Past tense లో వున్న Indirect Speechలో అలా మారదు.)

Ex : The teacher said, "The sun rises in the east."

The teacher said that the sun rises in the east.

12. If there are different types of sentences in the reported speech, each sentence should have appropriate reporting verb and be added to one another with appropriate conjunction.

(Reported Speech లో వేరు వేరు రకములయిన వాక్యములున్న యెడల ప్రతి వాక్యమునకు తగిన reporting verb చేర్చి వాక్యములను తగిన conjunctions తో కలుపవలెను.)

Ex : She said to him, "I know your brother. When will he go to America?"

She told him that she knew his brother and asked him when he would (his brother) go to America.

13. Direct Speech లోని verb imperative mood లో ఉన్న వాక్యమును Indirect కి మార్చవలసి వచ్చినపుడు ఆ వాక్యము యొక్క అర్థము ననుసరించి reporting verb ను order, command, advise, pray, beg, request, or ask లోనికి మార్చి Imperative mood ను Infinitive mood లోనికి మార్చవలెను.

- Ex : 1) He said to the boy, "Leave the room at once".
He ordered the boy to leave the room at once.
- 2) The man said to the king, "Kindly spare my life".
The man begged (prayed) the king kindly to spare his life.
- 3) My teacher said to me, "Never keep bad company".
My teacher advised me never to keep bad company.
- 4) Sita said to her friends, "Let's go for a walk".
Sita proposed to her friends that they should go for a walk.

Remember the following points :

Wrong

asked to him
ordered to him
questioned to him
requested to him
greeted to him
pitied to him
answered to him
tell to me
said him
replied him
exclaimed him
suggested him
advised him
say me

Right

asked him
ordered him
questioned him
requested him
greeted him
pitied him
answered him
tell me
said to him
replied to him
exclaimed to him
suggested to me
advised to him
says to me

Direct Speech Assertive sentence అయితే connecting word "that" వాడవలెను.

Reporting Verb

అట్లే asked / questioned
requested
ordered
exclaimed
pitied
argued
answered
told
said
replied

Connecting Word

if/ whether
to
to
that
that
that
that
that
that
that

Direct Speech లోని భావమును బట్టి దానికి సరిపడు పదమును వాడాలి.

- | | | | |
|-------------------|-----------------|--------------|----------|
| 1. For request | (బ్రతిమలాడుటకు) | request | వాడవలెను |
| 2. For desire | (అశ్చర్యమునకు) | desire | వాడవలెను |
| 3. For suggestion | (సలహాకు) | suggest | వాడవలెను |
| 4. For assertion | (అడుగుటకు) | ask / assert | వాడవలెను |

5. For greeting	(పలుకరించుటకు)	greet	వాడవలెను
6. For pity	(విచారమునకు)	pity	వాడవలెను
7. For command	(ఆజ్ఞకు)	command/order	వాడవలెను
8. For question	(ప్రశ్నకు)	question	వాడవలెను
9. For wish	(కోరుటకు)	wish	వాడవలెను
10. For exclamation	(ఆశ్చర్యమునకు)	exclaim	వాడవలెను

ఇవేగాక assert, affirm, declare, pronounce, protest, direct, instruct, want, beg, pray, appeal, plead, press మొదలగు పదములను సందర్భమును బట్టి వాడవలెను.

EXAMPLES

★ Assertive Sentences :

1. Direct : He said to me, "I shall pay your fees tomorrow."
Indirect : He told me that he would pay my fees the next day.
2. Direct : He said to her, "I bought a house."
Indirect : He told her that he had bought a house.
3. Direct : He said, "The sun rises in the east."
Indirect : He said that the sun rises in the east.
4. Direct : He said to me, "I am happy to be here this evening."
Indirect : He told me that he was happy to be there that evening.

★ Interrogative Sentences :

1. Direct : "Have you no sense?" shouted the man.
Indirect : The man shouted if he had any sense.
2. Direct : He said, "How many brothers have you ?"
Indirect : He asked me how many brothers I had.
3. Direct : "Are you the manager?" I said.
Indirect : I asked (or enquired) whether he was the manager.
4. Direct : The doctor asked the patient, "What did you eat today?"
Indirect : The doctor enquired the patient what he had eaten that day.
5. Direct : John said "Will you play chess with me?"
Indirect : John asked me whether I would play chess with him.
6. Direct : The student asked "Where can I get an application form?"
Indirect : The student enquired where he could get an application form.

★ Imperative Sentences :

1. Direct : "Please take me to the officer" said the visitor.
Indirect : The visitor requested them to take him to the officer.
2. Direct : The doctor said to the patient, "Do not smoke."
Indirect : The doctor advised the patient not to smoke.
3. Direct : The teacher said to the boy, "Get out of the room."
Indirect : The teacher asked (or ordered) the boy to get out of the room.
4. Direct : He said, "Let us wait for an hour."
Indirect : He proposed that they should wait for an hour.
5. Direct : He said to her, "Don't go out now."
Indirect : He asked her not to go out then.

★ **Exclamatory sentences :**

1. **Direct :** "May our country be peaceful!" said they.
Indirect : They expressed their wish that their country might be peaceful.
2. **Direct :** "What a lazy girl you are!" he said to Judy.
Indirect : He exclaimed to Judy that she was a very lazy girl.
3. **Direct :** He said, "God save the king!"
Indirect : He prayed that God might save the king.
4. **Direct :** He said "What a fool I am!"
Indirect : He exclaimed that he was a fool.
5. **Direct :** "How selfish I have been!" he said.
Indirect : He exclaimed that he had been very selfish.
6. **Direct :** He said, "Alas, I am ruined !"
Indirect : He exclaimed that he was ruined.
7. **Direct :** The captain said to the goalee. "Bravo! Well done".
Indirect : The captain applauded the goalee.
8. **Direct :** The frog, "What a feast it was!"
Indirect : The frog exclaimed that it was a great feast.
9. **Direct :** "Hurrah! I have won again", he said.
Indirect : He exclaimed with joy that he had won again.
10. **Direct :** He said, "Alas! How foolishly have I acted!"
Indierct : He exclaimed with regret that he had acted very foolishly.

★ **Some more sentences :**

1. He said to me, "I shall go to Mumbai tommrrow". (D.S)
He told me that he would go to Mumbai the next day. (I.D.S)
2. Rama said to Sita, "I like you." (D.S)
Rama told Sita that he liked her. (I.D.S)
3. The stranger said to me. "I know your name." (D.S)
The stranger told me that he knew my name. (I.D.S)
4. She said to him, "You are a fool." (D.S)
She told him that he was a fool. (I.D.S)
5. My father said to me, "I am happy because you have got good marks." (D.S)
My father told me that he was happy because I had got good marks.. (I.D.S)
6. He said to her, "What is your name?" (D.S)
He asked her what her name was. (I.D.S)
7. The teacher asked me, "How many marks have you got?" (D.S)
The teacher asked me how many marks I had got. (I.D.S)
8. He said to Neela, "Do you know Hindi?" (D.S)
He asked Neela whether she knew Hindi. (I.D.S)
9. She asked me, "Are you Nirupama?" (D.S)
She asked me whether I was Nirupama. (I.D.S)
10. He said to us, "Please move out." (D.S)
He requested us to move out. (I.D.S)
11. "Please give me five rupees", Gopal said to me. (D.S)
Gopal requested me to give him five rupees. (I.D.S)
12. "When did she visit you?", Sarma said to me. (D.S)
Sarma questioned me when she had visited me. (I.D.S)
13. "Alas ! You are blind", she said to him. (D.S)
She exclaimed to him that he was blind. (I.D.S)

14. Rama said, "Good morning Hari."
Rama greeted Hari in the morning. (D.S)
15. "My father will come this morning", he said.
He said that his father would come that morning. (I.D.S)
16. "What a lovely garden it is!" he said to her.
He exclaimed to her that it was a lovely garden. (D.S)
17. "Wash your face again", he said to her.
He asked her to wash her face again. (I.D.S)
18. The Prince said, "It gives me great pleasure to be here this evening."
The Prince said that it gave him great pleasure to be there that evening. (D.S)
19. I said, "Rama shall go there."
I said that Rama should go there. (I.D.S)
20. He said, "I shall go as soon as it is possible."
He said that he would go as soon as it was possible. (D.S)

PRACTICE TEST

Choose the correct indirect speech of the following sentences.

1. "Do you want to come with me?" she said to him.
 - a) She told him that she wanted to come with him.
 - b) She asked him whether he wanted to go with her.
 - c) She asked him whether she wanted to come with him.
 - d) She asked him whether he wants come with her.
2. "I have seen this film twice", he said.
 - a) He said that he had seen that film twice.
 - b) He told that he has been seen that film twice.
 - c) He said that he has seen that film twice.
 - d) He said that he had seen this film twice.
3. "Have you done your home work?" said the teacher to the student.
 - a) The teacher told the student that he had done his home work.
 - b) The teacher asked the student if he has done this home work.
 - c) The teacher asked the student whether he had done his home work.
 - d) The teacher said to the student whether he had done his home work.
4. Neeraja said, "I will be here within a short time".
 - a) Neeraja told that she would be there within a short time.
 - b) Neeraja said that she will be there within a short time.
 - c) Neeraja said that she would have be there within a short time.
 - d) Neeraja said that she would be there within short time.
5. My grandfather said, "The earth move round the sun".
 - a) My grandfather said that the earth move round the sun.
 - b) My grandfather said that the earth move round the sun.
 - c) My grandfather asked if the earth moves round the sun.
 - d) My grandfather told that the earth moves round the sun.
6. "I wish I did not have to take the examinations," said Mohan.
 - a) Mohan said that he wished he did not have to take examinations.
 - b) Mohan wished that he hadn't had to take examinations.
 - c) Mohan wished that he did not have to take examinations.
 - d) Mohan said that he wished he had not have to take examinations.
7. "How much chocolate do you eat everyday?" the dentist asked the little boy.
 - a) The dentist asked the little boy whether much chocolate he ate everyday.
 - b) The dentist asked the little boy how much chocolate he eats everyday.
 - c) The dentist asked the little boy how much chocolate he ate everyday.
 - d) The dentist asked the little boy how much chocolate he ate everyday.

8. **"We shall be playing cricket tomorrow evening," the children said.**
 a) The children said that they would be playing cricket tomorrow evening.
 b) The children told that they should be playing cricket the next day evening.
 c) The children told we shall be playing cricket the next day evening.
 d) The children said that they would be playing cricket the next day evening.
9. **"Will you accompany me?" he said to me.**
 a) He asked if I would accompany him.
 b) He asked me whether I will accompany him.
 c) He asked if he accompany me.
 d) He asked me if he would accompany me.
10. **He said to me, "Good morning."**
 a) He wished that was good morning.
 b) He wished if it was good morning.
 c) He wished me that morning was good.
 d) He wished me good morning.
11. **"What are you doing?" Seeta said.**
 a) Seeta asked what you are doing.
 b) Seeta asked what I was doing.
 c) Seeta asked me what she was doing.
 d) Seeta asked me what I am doing.
12. **She said to me, "Is your name not Ahmed?"**
 a) She told me that my name was not Ahmed.
 b) She asked me whether her name was Ahmed.
 c) She inquired me whether my name was not Ahmed.
 d) She asked me if your name was not Ahmed.
13. **She said to me, "Congratulations."**
 a) She congratulated me.
 b) She told me to congratulate.
 c) She told me to congratulations.
 d) She asked me if I was congratulated.
14. **"Trust in God and do the right," said the preacher.**
 a) The preacher said that trust in God and do the right.
 b) The preacher asked trust in God and do the right.
 c) The preacher asked to trust in God and did the right.
 d) The preacher preached to trust in God and do the right.
15. **"Don't waste your time but work hard," said the teacher to the students.**
 a) The teacher advised the students not to waste their time but work hard.
 b) The teacher asked to waste your time but work hard.
 c) The teacher asked to not to waste our time but work hard.
 d) The teacher asked don't waste our time but work hard.
16. **I asked her, "Is your father in?"**
 a) I told her that her father was in.
 b) I asked her if her father was in.
 c) I asked her if her father is in.
 d) I asked her father in.
17. **She said to me, "I will do it now."**
 a) She told me that she will do it then.
 b) She told me that she would do it now.
 c) She told me that she would do it then.
 d) She told me that she is doing it then.
18. **She said to me, "I wrote two letters to you."**
 a) She told me that she wrote two letters to me.
 b) She told me that she writes two letters to me.
 c) She told me that she had written two letters to me.
 d) She told me that she has written two letters to me.
19. **The professor said, "The earth moves round the sun."**
 a) The professor said that the earth moved around the sun.
 b) The professor said that earth will move round the sun.
 c) The professor said that the earth moves round the sun.
 d) The professor said that the earth is moving round the sun.
20. **I said to the girl, "Don't play with fire."**
 a) I told the girl to play not with fire.
 b) I asked girl not to play with fire.
 c) I warned the girl not to play with fire.
 d) I requested the girl to not play with fire.
- Choose the correct direct speech of the following sentences :**
21. **She asked her son where he was going.**
 a) "Where you are going", she said to her son.
 b) "Where were you going?" she said to her son.
 c) "Where are you going?" she said to her son.
 d) "Where are you going?" her son said to her.
22. **Neena told John to come and see what she had found.**
 a) Neena said, "John, come and see what I have found."

- b) Neena said to John, "Come and see what I have founded."
 c) Neena said to John, "You must come and see what I have found."
 d) John said to Neena, "Come and see what I have found."
23. **She asked whether English is easy to learn.**
 a) She said, "English is easy to learn."
 b) She said, "Is English is easy to learn?"
 c) She said, "Is English easy to learn?"
 d) She said to him, "English is easy to learn."
24. **The teacher advised not to sleep late.**
 a) "Sleep late," the teacher said.
 b) "Sleep not late," the teacher said.
 c) "You don't sleep late," said the teacher.
 d) "Don't sleep late," said the teacher.
25. **She thanked him.**
 a) She said to him, "Thank you."
 b) She asked him, "Thank you."
 c) She asked to her, "Thank you."
 d) She said to her, "Thank you."
26. **The visitor requested to take him to the officer.**
 a) "Take him to the officer," said the visitor.
 b) "Please take me to the officer," said the visitor.
 c) "Take me to the officer" said the visitor.
 d) The visitor shouted "Take me to the officer."
27. **The boy told him that they were going for a country walk.**
 a) "They are going for a country walk."
 b) "We were going for a country walk."
 c) The boy said to me, "We are going for a country walk."
 d) The boy said to him, "We are going for a country walk."
28. **He suggested that they should wait for the award.**
 a) He said, "Let us wait for the award."
 b) He said, "They are waiting for the award."
 c) He said, "I will wait for the award."
 d) He said, "We waited for the award."
29. **I asked the policeman whether I would have to pay if I parked my car there.**
 a) I asked a police man, "Do I have to pay, if I park my car there?"
 b) I said to a police man, "Will I have to pay, if I parked my car here?"
 c) I said to a police man, "Would you have to pay I parked my car here?"
 d) I said to the policeman, "Would I have to pay if I parked my car there?"

30. **I prayed that his mother might soon recover.**
 a) I told, "Your mother may soon recover."
 b) I said, "May your mother soon recover."
 c) I said, "You mother might soon recover."
 d) I said, "Might your mother soon recover."
31. **She exclaimed sorrowfully that her husband was dead.**
 a) She said, "Alas! my husband is dead."
 b) She cried, "Alas! her husband was dead"
 c) She wept, "Alas! my husband was dead"
 d) She shouted, "Alas! my husband has been dead."
32. **He asked me what I was doing.**
 a) He told me, "What you are doing?"
 b) He said to me, "What are you doing?"
 c) He asked me, "What I am doing?"
 d) He asked, "What I was doing?"
33. **He urged them to be quiet and listen to words.**
 a) He said, "Be quiet and listen to my words"
 b) He told, "You listen to my words quietly"
 c) He insisted, "Be quiet and listen to my words"
 d) He urged, "Be quiet and listen to my words"
34. **He told his friend to let him go home now.**
 a) He said, "You go home now."
 b) He said to his friend, "Let me go home now"
 c) He told, "You can go home now."
 d) He told his friend, "Go home."
35. **I asked Vani if she would lend me a pencil.**
 a) I said to Vani, "Would you lend me a pencil?"
 b) I told Vani, "Can you lend me a pencil."
 c) I said to Vani, "Will you lend me a pencil?"
 d) I told Vani, "Could you lend me a pencil?"

KEY TO PRACTICE TEST

1) b	2) a	3) c	4) d	5) b
6) a	7) c	8) d	9) a	10) c
11) b	12) c	13) a	14) d	15) b
16) b	17) c	18) c	19) c	20) d
21) c	22) a	23) c	24) d	25) b
26) b	27) d	28) a	29) d	30) c
31) a	32) b	33) a	34) b	35) d

QUESTIONS AND QUESTION TAGS

ఇవ్వబడిన వాక్యపు పొడిగింపే Question Tag. దీనిని Spoken language లో ఎక్కువగా ఉపయోగించడం జరుగుతుంది. మనం చెప్పిన విషయం 'అవును కదూ', 'కాదు కాదూ' అని తెలుగులో అడిగినట్లు ఆంగ్లంలో Question Tag ఉపయోగించబడుతుంది.

POINTS TO BE REMEMBERED :

- ★ ఇవ్వబడిన వాక్యాలలో సహాయక క్రియలగు (Auxillary Verbs) am, is, are, was were, will, would, shall, should, can, could, do, does, did, has, have, had, may, might, need, ought మొదలగు పదాలున్నట్లయితే వాటిని Question Tagలో మొదటి పదంగా వ్రాయాలి.
- ★ ఇవ్వబడిన వాక్యాలలో సహాయక క్రియలు లేనట్లయితే, యిచ్చిన Verb యొక్క Tense లను బట్టి do, does, did అనే సహాయక క్రియలు వాడాలి.
- ★ ఇవ్వబడిన వాక్యంలో no గాని, not గాని, never గాని వున్నట్లయితే వాటిని Question Tag లో వ్రాయరాదు. ఇవ్వబడిన వాక్యంలో no, not never అనే పదాలు లేకున్నట్లయితే ఆ పదాలను Question Tag లో అర్థానుసారం రెండవ పదంగా వ్రాయాలి.
- ★ Question Tag లో చివరి పదంగా Subject ను గాని, Reflexive pronoun గాని (I, we, you, he she, it, they) వ్రాయాలి. చివర "?" ప్రశ్నార్థకం వ్రాయాలి.
- ★ Question Tag లో not, contracted form ఉండాలి. n't గా ఉండాలి.
- ★ Statement Request అయినపుడు Question Tag "Will you?" మాత్రమే అవుతుంది.

EXAMPLES :

1. He is clever, isn't he ?
2. Ravi has written a letter, hasn't he ?
3. Sirisha did not come, did she ?
4. Karthikeya will win, won't he ?
5. The boy is crying, isn't he ?
6. Rani won't go, will she ?
7. The snake bit her, didn't it ?
8. You like coffee, don't you ?
9. They played well, didn't they ?
10. Please, wait for some time, will you ?

Some Peculiar Question Tags

1. I am innocent, aren't I? (But 'I am not innocent, am I?')
2. Let's go to the park, shall we?
3. Let me see your photograph, will you?
4. Wait a minute, can you?
5. Have some more rice, will you?
6. Somebody has called, haven't they?
('they' is used for someone/somebody/everyone/everybody/nobody/no one)
7. There are many girls, aren't there?
8. One loves one's parents, doesn't one?

PRACTICE TEST

Choose correct Question Tag for the following :

- | | | | |
|---|----------------------------------|---|---|
| 1. They came yesterday,
a) did they ?
c) don't they ? | b) didn't they ?
d) do they ? | 4. I like sweets,
a) don't I ?
c) did I ? | b) do I ?
d) didn't I ? |
| 2. Ramesh cannot swim,
a) can he ?
c) can she ? | b) can't he ?
d) can't she ? | 5. Manisha sings well,
a) did she ?
c) does she ? | b) did he ?
d) doesn't she ? |
| 3. She will be punished,
a) will she ?
c) won't she ? | b) does she ?
d) did she ? | 6. I am young,
a) am I ?
c) aren't I ? | b) amn't I ?
d) do I ? |
| | | 7. They should go immediately,
a) should they ?
c) shall they ? | b) shouldn't they ?
d) shalln't they ? |

8. **Ramu can repair TV sets,**
a) can't he ? b) can he ?
c) can it ? d) can't she ?
9. **It had never rained there,**
a) has it ? b) haven't it ?
c) had it ? d) hadn't it ?
10. **She is not tall,**
a) is she ? b) isn't she ?
c) isn't it ? d) is it ?
11. **He got a few marks,**
a) doesn't he ? b) did he ?
c) does he ? d) didn't he ?
12. **They used to go for a walk,**
a) do they ? b) don't they ?
c) did they ? d) didn't they ?
13. **Let's go,**
a) shall us ? b) shall not him ?
c) shall we ? d) shan't we ?
14. **There is a mistake,**
a) isn't them ? b) is there ?
c) isn't there ? d) was there ?
15. **He used to play cricket,**
a) usedn't he ? b) don't he ?
c) didn't he ? 4) did he ?
16. **You saw me,**
a) don't you ? b) doesn't you ?
c) didn't you ? d) won't you ?
17. **He plays the game,**
a) don't he b) did n't he ?
c) does n't he ? d) does he ?
18. **Please wait,**
a) will you ? b) won't you ?
c) do you ? d) don't you ?
19. **Anitha does not sing,**
a) doesn't Anitha ? b) does she ?
c) did n't she ? d) won't she ?
20. **Sheela is very late to School today,**
a) is she ? b) hasn't she ?
c) isn't she ? d) doesn't she ?
21. **They were reading,**
a) aren't they ? b) weren't they ?
c) were not they ? d) are they ?
22. **The boys don't play well,**
a) didn't they ? b) don't they ?
c) do they ? d) does n't they ?
23. **I am lazy,**
a) amn't I ? b) am I ?
c) aren't I ? d) are I ?
24. **I am not lazy ?**
a) am I ? b) am n't I ? c) are n't I d) are I ?
25. **The dog was barking,**
a) wasn't the dog ? b) wasn't it ?
c) was not the dog ? d) was it ?

26. **It isn't ready yet,**
a) is it ? b) does it ?
c) does n't it ? d) is n't it ?
27. **He never goes to church,**
a) does n't he ? b) is n't he ?
c) does he ? d) will he ?
28. **There is a mosque in that street,**
a) is it ? b) aren't there ?
c) is there ? d) isn't there ?
29. **I seldom go there,**
a) do I ? b) don't I ?
c) amn't I ? d) aren't I ?
30. **Gopi broke the glass,**
a) did he ? b) didn't he ?
c) isn't Gopi ? d) isn't it ?
31. **Gopal hasn't passed the exam,**
a) hasn't he ? b) has' he ?
c) didn't he ? d) did he ?
32. **You aren't going out,**
a) do you ? b) isn't it ?
c) are you ? d) don't you ?
33. **Wait a minute,**
a) isn't it ? b) can you ?
c) did n't you ? d) shall he ?
34. **Somebody has called,**
a) has he ? b) haven't he ?
c) has n't they ? d) have n't they ?
35. **It is very hot today,**
a) is it ? b) doesn't it ?
c) isn't it ? d) didn't it ?
36. **Kishore will come,**
a) won't he ? b) will be ?
c) is he ? d) will n't he ?
37. **We must not hurry,**
a) mustn't we ? b) don't we ?
c) do we ? d) must we ?
38. **You have tea for breakfast,**
a) isn't it ? b) haven't you ?
c) hasn't you ? d) must we ?
39. **I am right,**
a) aren't I ? b) am I ?
c) amn't I ? d) shall we ?
40. **Let's go to the beach,**
a) do we ? b) don't we ?
c) aren't we ? d) shall we ?

KEY TO PRACTICE TEST

1) b	2) a	3) c	4) a	5)
6) c	7) b	8) a	9) c	10)
11) d	12) d	13) c	14) c	15)
16) c	17) c	18) a	19) b	20)
21) b	22) c	23) c	24) a	25)
26) a	27) c	28) d	29) a	30)
31) b	32) c	33) b	34) d	35)
36) a	37) d	38) b	39) a	40)

Model	Simple	Compound	Complex
1.	in spite of In spite of his hard work he failed	but / yet / however / nevertheless He worked hard <u>but</u> / <u>yet</u> / <u>however</u> / he failed.	though / although / even though Though / Although / Even though he worked hard, he failed.
2.	verb+ing / on account of / owing to / because of Being sick, he cannot come. (or) <u>On account of</u> / <u>Owing to</u> / <u>Because of</u> his sickness he cannot come	and, so He is sick <u>and so</u> he cannot come	as / since / because <u>As / Since / Because</u> he is sick, he cannot come
3.	in case of, in the event of In case of <u>working</u> hard, you will pass	and, then You must work hard <u>and then</u> you will pass	if If you work hard, you will pass
4.	in case of not In case of <u>not</u> working hard, you will fail.	or, therefore You must work hard <u>or</u> you will fail	unless <u>Unless</u> you work hard you will fail
5.	'verb+ing' (or) on + 'verb+ing' On <u>seeing</u> the police, the thief ran away	and The thief saw the police <u>and</u> he ran away	when <u>When</u> the thief saw the police, he ran away
6.	in order to She came <u>in order to</u> talk to me	and She came <u>and</u> talked to me	so that He came, <u>so that</u> he could talk to me
7.	...too...to He is <u>too</u> weak to walkand... He is very weak <u>and</u> he cannot walk	...so...that...not He is so weak <u>that</u> he cannot walk
8.	besides / in addition to Besides being rich she is kind	not only...but also She is <u>not only</u> rich <u>but also</u> kind	—
9.	soon after / immediately after <u>Soon after</u> / <u>Immediately after</u> seeing the police the thief ran away	and at once The thief saw the police <u>and at once</u> he ran away	No soonerthan / as soon as / scarcely.... before <u>No sooner did</u> the thief see the police, <u>than</u> he ran away <u>As soon as</u> the thief saw the police, he ran away <u>Scarcely had</u> the thief seen the police, <u>before</u> he ran away
10.	He admitted his innocence.	He was innocent and he admitted it	He admitted that he was innocent

Phrase : It is a group of words and a part in the sentence.

Ex : Ramu expects to get a prize (Phrase)

పై వాక్యములో to get a prize అనునది కొన్ని మాటల సమూహము. ఆ మాటలకు కొంత అర్థమున్నది కాని పూర్తి అయిన అర్థము లేదు. ఆ మాటలలో కర్తగాని, క్రియగాని లేవు. అటువంటి మాటల సమూహమునకు phrase అని పేరు. దీనిని బట్టి phrase కు మూడు ముఖ్య లక్షణములుండునని తెలియుచున్నది.

1. మాటల సమూహము
2. దానికి కొంత అర్థముండును గాని పూర్తి అర్థముండదు.
3. దానికి ఒక కర్తగాని, క్రియగాని ఉండవు.

Clause : It is also a group of words and a part in the sentence.

Clause లు రెండు రకములు.

1. Main Clause (or Principal Clause)
- 2) Subordinate Clause

Main Clause వాక్యములోని మిగిలిన పదముల యొక్క అర్థముపై ఆధారపడదు. అనగా పూర్తి అర్థమును కలిగి యుండును. కాని

Subordinate Clause అర్థము కొరకు మిగిలిన భాగముపై ఆధారపడును.

Ex : I met him, when I was in Chennai

పై వాక్యములో 'I met him' అనునది ఎటువంటి సందేహము లేక పూర్తి అర్థమును ఇచ్చినది. కావున దీనిని Main Clause అందురు.

'When I was in Chennai' అంటే Chennai లో ఉన్నప్పుడు ఏమి జరిగినది? అను సందేహము కలిగినది. అనగా పూర్తి అర్థము ఇవ్వలేదు. ఇది 'I met him' అను Main clause పై ఆధారపడినది. కావున దీనిని Subordinate Clause అందురు.

If you read well, you will pass

Subordinate clause, Main clause

1. **Simple Sentence :** It is a main clause with one subject and a predicate. (Predicate అనగా కర్త తప్ప క్రియ కూడిన మిగిలిన భాగము.

Ex : Karthik is a good boy' లో

Karthik - subject : is a good boy - predicate.

ఒక కర్త, ఒకే క్రియ కలిగిన main clause ను Simple sentence అందురు.

Ex : He got first class in the examination.

2. **Compound Sentence :** It consists of two or more than two main clauses joined by the co-ordinating conjunctions. (and, so, but, etc. are called co-ordinating conjunctions)

రెండు లేక అంతకంటే ఎక్కువ Main clause లు and or but మొదలగు పదములతో కలుపబడిన దానిని Compound Sentence అందురు.

Ex : He is poor, but he is honest.

Main clause Main clause

3. **Complex Sentence :** It consists of one main clause and one or more subordinate clauses.

ఒక Main clause ఒకటి అంతకంటే ఎక్కువ Subordinate clauses కలిగియున్న వాక్యమును Complex Sentence అందురు.)

Ex : He says

Main clause

As the traveller was tired,

Subordinate clause,

that he will get good marks

Subordinate clause

he took rest.

Main clause

Study the following rules :

- ★ ఒక simple sentence ను Complex sentence గా మార్చవలెనన్న simple sentence లోని ఒక పదమును గాని Phrase ను గాని subordinate clause గా మార్చవలెను.

Ex : This is a black horse. (Simple sentence)

This is a horse which is black. (Complex sentence)

- ★ ఒక simple sentence ను Compound sentence లోనికి మార్చుటకు Simple Sentence లోని ఒక పదమును గాని, phrase ను గాని ఒక main clause గా మార్చి ఇంకొక main clause తో తగిన conjunction తో కలుపవలెను.

Ex : Being sick, he could not attend the college. (Simple)

He was sick and so he could not come to college. (Compound)

- ★ ఒక Compound Sentence ను Complex Sentence గా మార్చవలెనన్న Compound Sentence లో ఒక Main clause ను ఒక Subordinate clause గా మార్చవలెను.

Ex : He was sick and so he could not come to college. (Compound)

As he was sick, he could not come to college. (Complex)

- ★ ఒక Complex Sentence ను Compound Sentence గా మార్చవలెనన్న complex sentence లో ఒక subordinate clause ను ఒక main clause గా మార్చి తగిన conjunction తో (and, or but మొదలగునవి.) ఇంకొక main clause ను కలుపవలెను.

Ex : Though he is poor, he is honest. (Complex)

He is poor, but he is honest. (Compound)

EXERCISE - 1

1. Shut the door or the thief will attack you. (change it into complex)
If you do not shut the door, the thief will attack you (complex)
2. He has a dog and it is very mild. (change it into complex)
He has a dog which is very mild. (complex)
3. In spite of his playing well, he lost the match. (change it into compound)
He played well, but he lost the match (compound)
4. As she read well, she passed the examination. (change it into compound)
She read well and so she passed the examination. (change it into compound)
5. The labourer took rest after he worked for a long time. (change it into simple)
The labour took rest after working hard for a long time. (simple)
6. The cat having jumped up, the mice ran away. (change it into compound)
The cat jumped up and the mice ran away. (compound)
7. There were clouds in the sky but it did not rain. (change it into compound)
Though there were clouds in the sky, it did not rain. (complex)
8. Don't go in if he does not permit you. (change it into simple)
Don't go in without his permission. (simple)
9. She behaves like her mother. (change it into complex)
She behaves as her mother does. (complex)
10. If he had been careful, he would not have lost the game. (change it into simple)
But for his carelessness, he would not have lost the game. (simple)

EXERCISE - 2

1. She pleaded her innocence. (simple)
She pleaded that she was innocent (complex)
2. We heard of her success. (simple)
We heard that she had succeeded. (complex)

3. I cannot understand your speech. (simple)
I cannot understand what you speak. (complex)
4. They know my residence. (simple)
They know where I live. (complex)
5. The teacher knew the reason for his failure. (simple)
The teacher knew why he failed. (complex)
6. I believe her to be honest. (simple)
I believe that she is honest. (complex)
7. He knows your age. (simple)
He knows how old you are. (complex)
8. We know the time of the departure of the train. (simple)
We know when the train will depart. (complex)
9. He did not like my advice. (simple)
He did not like what I advised. (complex)
10. Owing to illness, he was absent. (change it into complex)
As he was ill, he was absent. (complex)

EXERCISE - 3

1. She was glad of my success. (change it into complex)
She was glad that I succeeded. (complex)
2. He confessed that he was at fault. (change it into complex)
He confessed his fault. (simple)
3. As soon as he passed, he got a job. (change it into complex)
Immediately after passing, he got a job. (simple)
4. He went there to buy a house. (change it into simple)
He wanted to buy a house, so he went there. (compound)
5. She asked him why he had come late. (change it into simple)
She asked him the reason for his coming late. (simple)
6. A dead lion does not roar. (change it into complex)
A lion which is dead does not roar. (complex)
7. He is a clever boy and I know that. (change it into complex)
I know that he is a clever boy. (simple)
8. Being very powerful, he can do anything. (change it into complex)
As he is very powerful, he can do anything. (complex)
9. I know the doctor who treats the skin diseases. (change it into simple)
I know the dermatologist. (simple)
10. The villager saw the bear and then ran away. (change it into complex)
When the villager saw the bear, he ran away. (complex)

EXERCISE - 4

1. Owing to illness, he was absent. (change it into complex)
As he was ill, he was absent. (complex)
2. Hearing his foot steps I stood up. (change it into compound)
I heard his foot steps and stood up. (compound)
3. They played well, but they were defeated. (change it into complex)
Though they played well, they were defeated. (compound)

4. Listen to his words or you will lose the chance. (change it into complex)
Unless you listen to his words, you will lose the chance. (complex)
5. Being satisfied with the work, he never complained. (change it into compound)
He was satisfied with the work and so he never complained. (compound)
6. The weather is cold and so we want to stay indoors. (change it into simple)
The weather being cold, we want to stay indoors. (simple)
7. When he heard the news, he felt happy. (change it into simple)
On hearing the news, he felt happy. (simple)
8. In spite of his weakness, he walked five miles. (change it into compound)
He was weak, but he walked five miles. (compound)
9. As he was late he was punished by the teacher (change it into compound)
He was late and so he was punished by the teacher. (compound)
10. He saw me and pretended to be reading. (change it into complex)
When he saw me, he pretended to be reading. (complex)

PRACTICE TEST

1. **Change the following sentence into simple.**
The stone is very heavy and therefore I cannot lift it.
 - a) The stone is too heavy to lift.
 - b) The stone is too heavy for me to lift.
 - c) The stone is so heavy that I cannot lift it.
 - d) The stone is heavy to lift.
2. **Which of the following is in compound.**
 - a) I saw a wounded bird.
 - b) I request your help.
 - c) I was the first to arrive.
 - d) He is lazy, but got good marks.
3. **Change the following into simple.**
As he was late, the teacher punished him.
 - a) He was late, the teacher punished him.
 - b) He being late, the teacher punished him.
 - c) The teacher punished so he was late.
 - d) Being late, the teacher punished him.
4. **He asked why I came. (Change it into simple).**
 - a) He asked my coming.
 - b) He asked why I have come.
 - c) He asked the reason for my coming.
 - d) He asked me to come.
5. **You will pass if you work hard. (change it into compound)**
 - a) You will work hard to pass.
 - b) Pass to work.
 - c) Work hard or you will fail.
 - d) Hard workers pass.
6. **Pick out the sentence which is in complex form.**
 - a) He cannot go there without my help.
 - b) As he felt cold, he lit a fire.
 - c) He has come and gone.
 - d) The horse is very old that it cannot run.
7. **Which of the following is in simple formation?**
 - a) Being lazy, she failed.
 - b) Go to him when you are free.
 - c) Being besides happy he is sad.
 - d) Ask me whatever you want.
8. **The news is too good to be true. (Change it into complex)**
 - a) The news is true.
 - b) The news is very good to be true.
 - c) The news is too good that it cannot be true.
 - d) The news is so good that it cannot be true.
9. **Which of the following is a simple sentence?**
 - a) He said that he was innocent.
 - b) He is very intelligent.
 - c) He remarked that I was lazy.
 - d) Tell me where you live.
10. **I am certain you have made a mistake. (Change it into Compound)**
 - a) You have made a mistake and of this I am certain.
 - b) I am certain to mistake.
 - c) I am certain in your mistake.
 - d) I am certain of your mistake.

11. He is rich yet he is unhappy.

(Change it into simple)

- a) He is rich and unhappy.
- c) He is unhappy not the rich.

b) He is rich and not happy.

d) In spite of being rich, he is not happy.

12. We expect every man to do his duty.

(Change it into Complex sentence)

- a) We expect so that every man will do his duty.
- b) Since we expect so that every man will do his duty.
- c) We expect that every man will do his duty.
- d) Every man will do his duty as we expect.

13. In spite of his best efforts he could not succeed,

(Change into Compound)

a) He could not be successful.

b) He did not succeed.

c) He made his best efforts but he could not succeed.

d) He failed in spite of his efforts.

14. A man that is drowning will catch at a straw.

(Change it into simple)

a) A drowning man will catch at a straw.

b) A drowing man is catching straw.

c) A straw catches at a drowning man.

d) A drowing man catches straw.

15. Which one of the following is a simple sentence?

a) They admired the girl who was well dressed.

b) My sister is a doctor.

c) Ravi asked me if I liked the story.

d) He decided that he was going to have a wife of his own.

16. Which sentence is compound sentence?

a) As he was listening to fine music he fell into a trance.

b) Listening to the fine music he fell into trance.

c) He fell into a trance when he was listening to the fine music.

d) He listened to fine music and he fell into a trance.

17. Though he was angry he tried to be calm.

(Change it into compound)

a) He was angry but he tried to be calm.

b) He tried to be calm because he as calm.

c) In spite of being angry, he tried to be calm.

d) He was angry so he tried to be calm.

18. The robbers, apart from looting the passengers also killed some of them.

(Change it into compound)

a) The robbers looted the passengers and also killed some of them.

b) In addition to looting, the robbers killed the passengers.

c) Both looting and killing of passengers was done by the robbers.

d) Besides looting the robbers also killed the passengers.

19. Choose the suitable Compound form :

Having obtained the degree abroad, Rama returned home.

a) The degree was obtained abroad and Rama returned home.

b) Rama returened home because he obtained the degree abroad.

c) Rama obtained the degree abroad and he returned home.

d) Rama returned home and he obtained the degree abroad.

20. Which sentence is a compound sentence ?

a) You must work hard to get the first prize.

b) You must work hard or you will not win the first p

c) Working hard you may get the first prize.

d) To get the frist prize you must work hard.

21. Although he was tired he kept on working - The compound sentence is

a) He was tired so he kept on working.

b) He kept on working because he was tired.

c) Though he was tired he kept on working.

d) He was tired yet he kept on working.

22. **He is good as well as rich - The Compound form of this sentence is**
 a) He is good and rich. b) He is not only good, but also rich.
 c) He was good therefore he was rich. d) He is good therefore he is rich.
23. **His son's death made him sorrowful - The Compound form of this sentence is.**
 a) He was sorry because his son died. b) He was sorrowful for the death of his son.
 c) He was sorrowful so that his son died. d) His son died and so he was sorrowful.
24. **He told me that he did not get the lottery - The Compound form of this sentence is.**
 a) He told me about his failure of not getting the lottery.
 b) He did not get the lottery and he told me about it.
 c) He did not get the lottery and he told me about it.
 d) He had got the lottery, he would have told me about it.
25. **I consulted the doctor in changing my spectacles - The compound form of this sentence is.**
 a) I consulted the doctor and changed my spectacles.
 b) I wanted to change my spectacles and I consulted the doctor.
 c) I want to change my spectacles and so I consult the doctor.
 d) My spectacles were to be changed and when I consulted the doctor.
26. **Tell me a tale to pass the time - The compound form of this sentence is.**
 a) The time has to be passed on, therefore tell me a tale.
 b) Tell me a tale because the time has to be passed.
 c) I wanted to pass the time, and so tell me a tale.
 d) You want to pass the time and so I tell you a tale.
27. **Ashok passed the test in which Ravi failed - the Simple form of this sentence is.**
 a) Despite Ravi's failure, Ashok passed the test.
 b) The failure of Ravi in the test made Ashok pass it.
 c) Ashok passed the test because of Ravi's failure.
 d) Ravi being a failed candidate, so Ashok passed the test.
28. **When I went into a shop last night, I saw a book which I read in my childhood - the Simple form of this sentence is.**
 a) Having gone into a shop last night, I saw a book, read by me in my childhood.
 b) Going into the shop last night and seeing a book there, I read it in my childhood.
 c) I went into a shop last night, to see a book and read by me in my childhood.
 d) I went into a shop in my childhood having seen a book to read it last night.
29. **I think (that) he is absent today - the Simple form of this sentence is.**
 a) In my view, he is absent today. b) In my opinion, he is absent today.
 c) As per my expectation, he is absent today. d) All of these.
30. **Take quinine and get rid of Malaria - The Simple form of the above sentence is.**
 a) Taking quinine gets you rid of Malaria. b) Take quinine to get rid of Malaria.
 c) You can get rid of Malaria by taking quinine. d) All of these.
31. **A moment which is lost is lost forever - The Simple form of this sentence is.**
 a) A lost moment was lost forever. b) A lost moment is lost forever.
 c) A losing moment is lost forever. d) A lost moment is losing forever.
32. **He was ill so he did not come - The Simple form of this sentence is.**
 a) Owing to illness he did not come. b) Because of his illness, he did not come.
 c) Due to his illness, he did not come. d) All of these.

33. Does your friend arrive today ? - The Complex form of this sentence is.
 a) Are you sure that your friend will arrive today ?
 b) When are you sure that your friend will arrive ?
 c) Why are you sure that your friend will arrive today ?
 d) Where you sure that your friend would arrive today ?
34. Having seen a snake, he killed it immediately - The Complex form of this sentence is.
 a) He saw the snake and killed it immediately. b) He killed a snake to see it immediately.
 c) As soon as he saw a snake, he killed it. d) As soon as he saw a snake, he killed it immediately.
35. Drive the car fast, or else we shall be late to the aerodrome - The Complex form of this sentence is.
 a) Drive the car fast to reach the aerodrome late.
 b) If you shall drive the car fast we will reach the aerodrome late.
 c) Don't be late to the aerodrome, if you drive the car fast.
 d) If you do not drive the car fast, we shall be late to the aerodrome.
36. For the first time in his life, he wished me good morning - The Complex form of this sentence is.
 a) Good morning is wished by him for the first time in his life.
 b) He wished me good morning and it was the for the first time in his life.
 c) It was for the first time in his life that he wished me good morning.
 d) He never wished me good morning in his life except once.
37. They are working hard to pass exam - The Complex form of this sentence is.
 a) They are working hard so that they can pass the exam.
 b) They are working hard so that they could pass the exam.
 c) They were working hard so that they can pass the exam.
 d) They were working hard so that they could pass the exam.
38. Pay the penalty now, lest you should face punishment- The Complex form of this sentence is.
 a) Don't pay the penalty because you should face the punishment.
 b) When you pay the penalty you would face the punishment.
 c) If you pay the penalty you will not face the punishment.
 d) None of these.
39. Men may come and men may go, but time and tide waits for none- The Complex form of this sentence is.
 a) Though men may come and go, time and tide waits for none.
 b) When men may come and go, time and tide waits for none.
 c) Because men may come and go, time and tide waits for none.
 d) All of these.
40. On noticing the thief escape from the prison, the police chased him- The Complex form of this sentence is.
 a) Notice the thief and chase the police escaped from the prison.
 b) If you notice the thief, escaped from the prison, chase the police.
 c) When the police noticed the thief escape from the prison they chased him.
 d) The police noticed the thief escape from the prison and they chased.

KEY TO PRACTICE TEST

1) a	2) d	3) b	4) c	5) c	6) b	7) a	8) d	9) b	10) a
11) d	12) c	13) c	14) a	15) b	16) d	17) a	18) a	19) c	20) b
21) d	22) b	23) d	24) c	25) b	26) a	27) a	28) a	29) d	30) d
31) b	32) d	33) a	34) c	35) d	36) c	37) a	38) c	39) a	40) c

PHRASES - USES OF PHRASES

- ◆ A phrase is a group of words without both a subject and predicate. Phrases combine words into a larger unit that can function as a sentence element. For example, a participial phrase can include adjectives, nouns, prepositions and adverbs; as a single unit, however, it functions as one big adjective modifying a noun (or noun phrase).

Subject and Predicate లేకుండా ఒక వాక్యములో భాగముగా ఉన్నటువంటి మాటల సముదాయాన్ని Phrase అంటారు.

- ◆ **Noun Phrase** - "The crazy old lady in the park feeds the pigeons every day." A noun phrase consists of a noun and all of its modifiers, which can include other phrases (like the prepositional phrase *in the park*).
- ◆ **Appositive Phrase** - "Dinesh, *my best friend*, works here" or "My best friend *Dinesh* works here." An appositive (single word, phrase, or clause) renames another noun, not technically modifying it.
- ◆ **Gerund Phrase** - "I love *watching films*." A gerund phrase is just a noun phrase with a gerund as its head.
- ◆ **Infinitive Phrase** - "I love *to watch films*." An infinitive phrase is a noun phrase with an infinitive as its head. Unlike the other noun phrases, however, an infinitive phrase can also function as an adjective or an adverb.
- ◆ **Verb Phrase** - The verb phrase can refer to the whole predicate of a sentence (*I was watching my favourite show yesterday*) or just the verb or verb group (*was watching*).
- ◆ **Adverbial Phrase** - The adverbial phrase also has two definitions; some say it's a group of adverbs (*very quickly*), while others say it's any phrase (usually a prepositional phrase) that acts as an adverb.
- ◆ **Adjectival Phrase** - As with adverbial phrases, adjectival phrases can either refer to a group of adjectives (*full of toys*) or any phrase (like a participial or prepositional phrase) that acts as an adjective.
- ◆ **Participial Phrase** - "*Crushed to pieces by a sledgehammer*, the computer no longer worked" or "I think the guy *sitting over there* likes you." A participial phrase has a past or present participle as its head. Participial phrases always function as adjectives.
- ◆ **Prepositional Phrase** - "The food *on the table* looked delicious." A prepositional phrase, which has a preposition as its head, can function as an adjective, adverb, or even as a noun.
- ◆ **Absolute Phrase** - "*My cake finally baking in the oven*, I was free to rest for thirty minutes." Unlike participial phrases, absolute phrases have subjects and modify the entire sentence, not one noun. Almost a clause, the absolute phrase can include every sentence element except a finite verb. For example, "*My cake finally baking in the oven*" would be its own sentence if you just added one finite verb: "My cake was finally baking in the oven."

PRACTICE TEST - 1

Choose the correct answer.

1. A phrase is a group of
 - A. Syllables
 - B. Phonemes
 - C. Words
 - D. Sentences
2. A phrase makes
 - A. Some sense
 - B. Complete sense
 - C. No sense
 - D. None of these
3. A phrase has
 - A. A subject
 - B. A predicate
 - C. A finite verb
 - D. None of these
4. A phrase may contain a/an
 - A. Participle
 - B. Infinitive
 - C. Gerund
 - D. Any of the above
5. 'She wore a dress made of silk.' What is the phrase in this sentence?
 - A. dress made
 - B. She wore
 - C. wore a dress
 - D. made of silk
6. A Noun Phrase is a group of words that does the work of a
 - A. Noun
 - B. Pronoun
 - C. Noun or pronoun
 - D. None of these
7. Fill in the blank with a suitable phrase of the underlined word. He lived in a wooden hut.
He lived in a hut _____.
 - A. making of wood
 - B. made wood
 - C. made of wood
 - D. with wooden making
8. There are no hard and fast rules for many Indian games
 - A. rigid and definite
 - B. flexible and indefinite
 - C. genuine and valid
 - D. None of these
9. His son is a rolling stone
 - A. a person who does not stick to a profession
 - B. a person as solid as a rock
 - C. a person who cannot stand properly
 - D. None of these
10. Our boss is just a paper tiger
 - A. cunning
 - B. cruel
 - C. weak and harmless
 - D. sadistic
11. The industrialists have the lion's share in the national dividend
 - A. largest part
 - B. least part
 - C. dangerous place
 - D. None of these
12. Simplicity is the hallmark of our freedom fighters
 - A. official mark showing originality
 - B. a typical characteristic of a person
 - C. birth right
 - D. None of these
13. V day is a red letter day in Great Britain
 - A. dreadful and unforgettable day
 - B. happy and memorable day
 - C. shocking but memorable day
 - D. unpleasant yet unforgettable day
14. The patient fox watched the rabbit in the bush
 - A. 'Patient' is a verbal
 - B. 'Dog' is the object of the preposition
 - C. 'In the bush' is a prepositional phrase
 - D. All of the above
15. My friend Govind plans to visit Agra next month.
 - A. 'Govind' is an appositive.
 - B. 'My friend' is an appositive phrase
 - C. 'My friend Govind' is an appositive phrase
 - D. All of the above
16. Swimming is an important part of Meena's daily routine
 - A. The sentence contains a gerund
 - B. The sentence contains a participial phrase
 - C. The sentence contains an appositive
 - D. None of these
17. She loves to travel
 - A. The sentence contains a participial phrase
 - B. The sentence contains an infinitive phrase
 - C. The sentence contains an appositive
 - D. All of the above
18. His license revoked, Kiran was forced to walk for the rest of the month
 - A. The sentence contains an appositive phrase
 - B. This sentence contains an absolute phrase
 - C. This sentence contains a participial phrase
 - D. All of the above
19. 'Challenged by the umpire at every swing
 - A. prepositional phrase
 - B. participial phrase
 - C. infinitive phrase
 - D. None of these
20. 'To understand the ship's rapid demise'
 - A. prepositional phrase
 - B. participial phrase
 - C. infinitive phrase
 - D. None of these

21. 'into the icy water'.
A. prepositional phrase
B. participial phrase
C. infinitive phrase
D. None of these
22. 'Soon breaking apart underwater'
A. prepositional phrase
B. participial phrase
C. infinitive phrase
D. None of these
23. The naughty boy plays in the evening
A. 'naughty' is verbal
B. 'in the evening' is a prepositional phrase
C. 'in the evening' is an absolute phrase
D. All of the above
24. We must study to learn. The underlined part acts as the _____ of the sentence
A. adjective B. adverb
C. subject complement
D. None of these
25. 'To test the steel'
A. prepositional phrase
B. participial phrase
C. infinitive phrase
D. None of these
4. To wait seemed foolish when decisive action was required. The underlined part acts as the _____ of the sentence
A. subject complement
B. adverb C. subject
D. prepositional phrase
5. Kartik noticed his cousin walking along the shoreline. The underlined part is a/an
A. prepositional phrase
B. participial phrase
C. infinitive phrase
D. None of these
6. if the participial phrase is essential to the meaning of the sentence,
A. no commas should be used
B. commas should be used
C. semicolon should be used
D. colon should be used
7. Gerunds and gerund phrases virtually never require
A. verb forms B. objects
C. objective complements
D. punctuation
8. If the participle or participial phrase comes in the middle of a sentence, it should be set off with commas only if the information is _____ to the meaning of the sentence.
A. essential B. not essential
C. relevant D. improper

PRACTICE TEST - 2

Choose the correct answer.

1. Ramesh, an excellent athlete, won the men's gymnastic competition
A. The men's gymnastic competition is an appositive phrase
B. An excellent athlete is an appositive phrase
C. Ramesh is an appositive
D. Competition is the object of the preposition
2. The garden was landscaped with roses and lilies
A. 'with roses and lilies' is a prepositional phrase
B. 'roses' is the object of the preposition
C. 'lilies' is the object of the preposition
D. All of the above
3. The smiling baby, Rishita, became a special attraction in the party.
A. 'Smiling' is a verbal
B. 'Rishita' is an appositive
C. 'At the party' is a prepositional phrase
D. All of the above
9. The poor will always be with you. Identify the underlined word in the sentence as
A. an adjective
B. an adjective serving as a nominal
C. a head noun
D. a noun modifying another noun
10. Our basketball coach is good-looking. Identify the underlined word in the sentence as
A. an adjective
B. an adjective serving as a nominal
C. a head noun
D. a noun modifying another noun
11. The silly professor dances. Identify the underlined word in the sentence as
A. an adjective
B. an adjective serving as a nominal
C. a head noun
D. a noun modifying another noun

12. I feel pretty. Identify the underlined word in the sentence as
 A. an adjective
 B. an adjective serving as a nominal
 C. a head noun
 D. a noun modifying another noun
13. In the sentence "Hastily serving the guests, Latha was tired at the end of the night." what is 'Hastily serving the cookies'?
- A. appositive phrase B. gerund phrase
 C. infinitive phrase D. participial phrase
14. "The leader, the great Ghengis Khan, conquered Asia."
 The appositive phrase in the above sentence is modifying _____
 A. leader B. Ghengis Khan
 C. great D. conquered
15. Which of the following sentences contains an Infinitive Phrase?
- A. Get my coat, the one with the fur.
 B. We will leave to have lunch at one.
 C. Getting lost, I wandered through the crowd
 D. Never turn your back on a Bulldog fan
16. What is the noun clause in the following sentence acting as?
 "My mother took a handful of peaches and handed them to my father."
 A. Subject B. Direct Object
 C. Indirect Object D. Predicate Nominative
17. In "Making every day count is something we should all strive for." what is the gerund phrase?
- A. Making every day count
 B. count C. is something
 D. something we should all strive for
18. "The Gators, the best team in the world, own your team."
 The participial phrase in the above sentence is _____
 A. own your team
 B. The best team in the world
 C. The Gators
 D. There is no participial phrase in the above sentence
19. Tired of the noise outside, we closed the window. Identify the underlined verbal phrase
 A. a participial phrase
 B. an infinitive phrase
 C. a gerund phrase D. None of these
20. Preparing for that play took quite a long time
 Identify the underlined verbal phrase
 A. a participial phrase
 B. an infinitive phrase
 C. a gerund phrase
 D. None of these
21. Harika likes to make pizza for his friends. Identify the underlined verbal phrase
 A. a participial phrase
 B. an infinitive phrase
 C. a gerund phrase
 D. None of these
22. He will resort to anything to get to the ground early, including waking me up, too.
 Identify the underlined verbal phrase
 A. prepositional B. participial
 C. gerund D. infinitive
23. She likes arriving at school early. Identify the underlined phrase
 A. prepositional B. participial
 C. gerund D. infinitive
24. Now I would like to tell you about my sister Rachana. Identify the underlined phrase
 A. prepositional B. participial
 C. gerund D. infinitive
25. She worked abroad.
 What is the adverb phrase of the word *italics*?
 A. In a native country
 B. In a foreign country
 C. In a distant country
 D. In a neighbouring country

KEY TO PRACTICE TESTS

PRACTICE TEST - 1

1. C	2. A	3. D	4. D	5.
6. A	7. C	8. A	9. A	10.
11. A	12. B	13. B	14. C	15.
16. A	17. B	18. B	19. B	20.
21. A	22. B	23. B	24. B	25.

PRACTICE TEST - 2

1. B	2. D	3. D	4. C	5.
6. A	7. D	8. B	9. C	10.
11. B	12. A	13. D	14. A	15.
16. B	17. A	18. A	19. A	20.
21. C	22. A	23. C	24. C	25.

PHRASAL VERBS

కొన్ని క్రియా పదాల ప్రక్క Prepositions కాని, adverbs కాని చేరిస్తే అవి Phrase తో కూడిన Verbs అవుతాయి. అవియే Phrasal Verbs.

Preposition: చేర్చటం వల్ల Verb యొక్క అర్థం మారుతుంది.

Ex : 1) ran away = పారిపోయెను.

The thief ran away with a lot of gold.

ran into = ప్రవేశించెను.

Kishen ran into debts.

ఇవట ran ప్రక్క away, into లను చేర్చడంవల్ల విభిన్న అర్థాలు వచ్చాయి.

2) put off = వాయిదా వేయు, వాయిదా వేయబడిన

Sheela's wedding was put off.

put in = శక్తిని ఒక దానిని యుంచు

Shekhar puts in hard work to earn more money.

ఇట్లా Phrasal Verbs కు భిన్న అర్థాలుంటాయి.

మరిన్ని Phrasal Verbs గురించి తెలుసుకునేందుకు 'Prepositions' Chapter చూడండి.

PRACTICE TEST

Find out the correct meanings of the following Phrasal Verbs which are underlined.

1. We have to fill out the reservation form at the railway counter.

- a) complete b) finish
c) open out d) close

2. A sensitive person takes even the slightest thing to heart.

- a) ignoring all things
b) minding seriously
c) careful about all things
d) taking lightly

3. On seeing the Indian soldiers, the Pakistani army fell back.

- a) ran away b) advanced
c) retreated d) confused

4. She ran into debts by over expenditure.

- a) entered b) scrambled
c) came out of d) waited for

5. Muhammed Ali knocked down many boxers.

- a) finished b) warned
c) defeated d) succeeded

6. She peered out through the window at the rain

- a) watched b) looked
c) observed d) saw

7. Malathi is now looking for a new house.

- a) buying b) waiting for
c) in search of d) selling out

8. Mahesh called on me the other day.

- a) visited b) waited for
c) joined d) sent for

9. The enemy forces fell to the huge Indian army.

- a) yielded b) succeeded
c) stunned d) defeated

10. The wind blew out the candle.

- a) dropped b) kindled
c) extinguished d) lighted

11. She broke down on hearing about her husband's death.

- a) felt down b) felt sorry
c) wept bitterly d) none of these

12. His strange behaviour bears out our suspicion.
 a) reduces b) confirms
 c) increases d) augments
13. He ticked me off because I was late
 a) scolded b) corrected
 c) criticised d) beat
14. She put on an old dress
 a) threw away b) bought
 c) washed d) wore
15. Shoplifters will be handed over to the police.
 a) arrested b) given
 c) handcuffed d) entrusted
16. A woman is employed to look after the child.
 a) take care b) lull
 c) play d) take
17. Polya was fed up with being an illiterate person.
 a) irritated b) felt happy
 c) intimidated d) felt bored
18. Mohan left for Vijayawada.
 a) left b) started to
 c) began d) deserted
19. The workers called off the strike.
 a) began b) postponed
 c) stopped d) increased
20. Veena ran across with some valuable books.
 a) bought b) sold
 c) happened to see d) gave
21. Gopal fell out with friends.
 a) quarrelled b) questioned
 c) met d) amused
22. The bombs are set to go off at 10 a.m.
 a) defuse b) repel
 c) excel d) explode

23. Govind passed away.
 a) went b) died
 c) succeeded d) passed
24. Ravi! I can't make out what you have written.
 a) understand b) undertake
 c) tell d) make
25. Shanti dropped in.
 a) went b) entered
 c) took d) dropped
26. Mr. Prasad gave in to the request of his son and bought a scooter for him.
 a) got angry b) disagreed
 c) laughed d) agreed
27. Giri saw Hari off yesterday.
 a) met b) helped
 c) bade goodbye d) saw
28. Sekhar takes after her mother.
 a) cares b) have resemblances
 c) helps d) feeds
29. Venkat ran after riches.
 a) being greedy b) ran
 c) took d) wished
30. Winter has set in earlier this year.
 a) ended b) entered
 c) completed d) closed

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) a | 2) b | 3) c | 4) a | 5) c |
| 6) b | 7) c | 8) a | 9) a | 10) c |
| 11) c | 12) b | 13) a | 14) d | 15) b |
| 16) a | 17) d | 18) b | 19) c | 20) c |
| 21) a | 22) d | 23) b | 24) a | 25) b |
| 26) d | 27) c | 28) b | 29) a | 30) b |

IDIOMS AND PHRASES

It will not be wrong to say that idioms and phrases are the soul of a language. Candidates generally commit errors in the use of idioms and phrases because they do not know their exact meaning. It is, therefore, essential that they should understand their correct meaning. A list of important idioms and phrases is given below along with their meanings.

Abide by	: be faithful, to keep	At the back of	: behind
Above board	: honest, fair, upright	Behind one's back	: during one's absence
Apple of discord	: cause of quarrel, a bone of contention	To turn one's back upon	: to run away
Apple of one's eye	: an object of love, the most valuable possession	To the backbone	: thoroughly
Apple pie order	: in perfect order	Bad blood	: ill feelings
To be at one's wit's end	: to be confused	Back out	: to withdraw
An axe to grind	: selfish motive	To keep the ball rolling	: to keep the conversation going on
At random	: haphazard, without aim or purpose.	To bank upon	: to depend
To be at large	: to be free	To strike a bargain	: to come to terms
All and sundry	: every one without exception	To bear with	: to be patient
At a stone's throw	: very near	To beat about the bush	: to approach a subject in a round about way
At stake	: in danger	Bed-fellow	: close associate
At the bottom of	: real cause	Bee in one's bonnet	: to be mad or crazy about something
At the eleventh hour	: at a late stage, at the last moment	To beggar description	: highly indescribable
All in all	: the most important and powerful person	Bird's-eye view	: general study
At one's finger tips or ends	: to be expert in	The bone of contention	: cause of quarrel
To account for	: to give an explanation	To pick a bone with someone	: to dispute
To be addicted to	: to be accustomed to, used in a bad sense only	To be in good books	: be in favour
Affiliate to	: attach to	To be in bad books	: be in disfavour
All-round	: having ability in many departments	From the bottom of one's heart	: genuinely
All fools' day	: first of April	By leaps and bounds	: very rapidly
To be the architect of	: maker of	Bread and butter	: livelihood
To avail oneself of	: to profit	To break out	: to start
Answer one's purpose	: to serve a purpose	To break with	: to cease relations
		To breath one's last	: to die
		To bring about	: to cause, to happen

To bring down the house	: to draw applause	To call a spade a spade	: to speak in plain terms
Be off one's head	: to be mad	Come to grief	: to suffer
By far	: beyond all comparison	To cast a slur upon	: to bring discredit
Grapes are sour	: unavailable things are undesirable	A clean slate	: a fresh beginning
Bed of roses	: easy life	To catch redhanded	: to catch in the act of doing
By dint of	: by means of	To do away with	: to finish
By all means	: certainly	To do full justice	: to do a thing thoroughly
By virtue of	: on account of	To dance to one's tune	: to carry out orders
To bury the hatchet	: to forget a quarrel, to make peace	To fish in troubled waters	: to take advantage of the trouble of others
Beside the mark	: irrelevant, not to the point	Fast living	: a life given to pleasure
To bell the cat	: to face a risk	A far cry	: a long way or distance
A bed of thorns	: full of suffering and sorrows	To follow suit	: to follow example of
A blessing in disguise	: a thing which appears to be a curse but proves to be a blessing	For good	: for ever
To bite on granite	: to waste energy	To face the music	: to face the consequences
Beyond one's grasp	: out of one's reach	Fed up	: to be sick of
To call in question	: to dispute	To fall foul of	: to quarrel
To call to mind	: to recall	A fatal disease	: a disease that ends in death
To carry the day	: to win	To fall to the ground	: to come to nothing
To carry on	: to continue	Fit as a fiddle	: in good condition
To carry weight	: to be effective	To fan the flames	: to increase excitement
To chew the cud	: to reflect	To go to the dogs	: to be ruined
Under a cloud	: in disfavour	To go back upon one's word	: to break a promise
A turncoat	: a politician who changes sides	To gain the upper hand	: to become victorious
Cock and bull story	: idle invention, made up story	To gain ground	: to make progress
To cut short	: to make brief, to shorten	To get over	: to surmount, to overcome
To cut one dead	: to refuse to recognise	To get round	: evade
A child's play	: something very easy	To get through	: pass
To cool one's heels	: to wait for somebody patiently	Gift of the gab	: power of eloquence
Cut and dried	: in a readymade form	To grid up one's joins	: to prepare for action
A chicken-hearted Person	: a coward	To take French leave	: to depart without permission
Crocodile tears	: false tears	To turn over a new leaf	: to mend one's way



PRACTICE TEST

Directions : In each of the following questions an Idiomatic expression / Phrase has been given, followed by certain alternatives. Choose the alternative which best express the meaning of the given idiom / phrase.

1. **Lion's share :**
 - a) look angrily
 - b) major share
 - c) minor share
 - d) heart of the prey
2. **Out of question :**
 - a) resemble
 - b) easy
 - c) impossible
 - d) for the end
3. **Up to the mark :**
 - a) feel greatly
 - b) standard
 - c) extinguish
 - d) below standard
4. **With open arms :**
 - a) warmly
 - b) cold-blooded
 - c) resemble
 - d) coldly
5. **An axe to grind :**
 - a) touch life
 - b) an unselfish motive
 - c) selfish motive
 - d) win by any means
6. **Beat a retreat :**
 - a) to retire before the enemy
 - b) to face the enemy
 - c) to object
 - d) feel greatly
7. **Be on the horns of a dilemma :**
 - a) of the first quality
 - b) be very busy
 - c) to have a choice between two equal evils
 - d) to choose between two goods
8. **At the eleventh hour :**
 - a) in danger
 - b) just in time
 - c) straight forward
 - d) before time
9. **In the arms of Morpheus :**
 - a) sound asleep
 - b) waking
 - c) reprimand
 - d) be submissive
10. **Call a spade a spade :**
 - a) cordially
 - b) speak diplomatically
 - c) to be outspoken
 - d) to speak very plainly
11. **By hook or crook :**
 - a) by fair means
 - b) by fair or foul means
 - c) for ever
 - d) straight forward
12. **Crocodile tears :**
 - a) incidentally
 - b) take a firm stand
 - c) insincere sorrow
 - d) more than enough
13. **Beat about the bush :**
 - a) approach a subject slowly
 - b) sincerely
 - c) to be ignored
 - d) make clear
14. **Born with a silver spoon :**
 - a) born of poor family
 - b) to struggle in vain
 - c) punish
 - d) born of wealthy parents
15. **Bid fair :**
 - a) to be reluctant
 - b) take a firm stand
 - c) show promise
 - d) with all energy
16. **Blow hot and cold :**
 - a) support and oppose at the same time
 - b) firm determination
 - c) finally
 - d) major share
17. **Blow one's own trumpet :**
 - a) praise others loudly
 - b) speak abusively
 - c) praise oneself loudly
 - d) balanced
18. **A gala day :**
 - a) a day of festivity
 - b) a day of grief
 - c) a rainy day
 - d) a relevant story
19. **A hard nut to crack :**
 - a) to be deceived
 - b) lazy
 - c) to confirm
 - d) a difficult problem
20. **A man of straw :**
 - a) a puppet
 - b) influential
 - c) one who has no influence
 - d) to struggle in vain
21. **A turn coat :**
 - a) one who changes one's opinion or party
 - b) a wet coat
 - c) a poor man
 - d) man of principles

- 22. A fool's paradise :**
 a) an underdeveloped country
 b) utopia
 c) in a state of happiness founded on vain hopes
 d) object to
- 23. A white elephant :**
 a) elephants of Kerala
 b) a burdensome possession
 c) in disguise
 d) a snobbish person
- 24. Make hay while the sun shines :**
 a) to dance happily
 b) to hurry
 c) take advantage of favourable condition
 d) to destroy
- 25. Pull the wool over one's eye :**
 a) to delay b) to encourage
 c) to suppress d) to deceive
- 26. Rise to the occasion :**
 a) do habitually
 b) to equal to an emergency
 c) to understand d) to join others
- 27. Turn over a new leaf :**
 a) to mend one's way b) to be present
 c) to discard d) to survive
- 28. Too many irons in the fire :**
 a) big fire
 b) too many engagements
 c) to relax d) to amuse
- 29. To cut the Gordian knot :**
 a) to do an easy thing
 b) to solve a difficulty
 c) ready made d) to have no effect

- 30. Face the music :**
 a) love music
 b) to avoid
 c) face the consequence of one's action
 d) to delay
- 31. To let the cat out of the bag :**
 a) to get into trouble b) to keep a secret
 c) have a fever d) to reveal a secret
- 32. Laugh up one's sleeve :**
 a) to amuse b) to make others laugh
 c) to laugh secretly d) to laugh in public
- 33. Kick up a row :**
 a) make a great noise
 b) meet by chance
 c) to pursue
 d) noiselessly
- 34. Hit the nail on the head :**
 a) to make tidy b) to do the right thing
 c) meet by chance d) do wrong things.
- 35. Can't see the wood for the trees :**
 a) silly person b) a fool
 c) unable to see the main point
 d) to encourage

KEY TO PRACTICE TEST

1) b	2) c	3) b	4) a	5) c
6) a	7) c	8) b	9) a	10) d
11) b	12) c	13) a	14) d	15) c
16) a	17) c	18) a	19) d	20) c
21) a	22) c	23) b	24) c	25) d
26) b	27) a	28) b	29) b	30) c
31) d	32) c	33) a	34) b	35) c

What is composition?

Composition is an advanced stage of learning to write on some topics of interest in a systematic way.

What is the main aim of a composition?

The main aim of a composition is to communicate one's thoughts in an organized way.

Objectives of Teaching Composition:

1. To encourage the students to express their ideas in writing in an orderly way.
2. To communicate information for the readers to understand easily.
3. To write at a reasonable speed and with accuracy.
4. To recall correct words and use in sentences.
5. To make correct punctuation marks for clarity of ideas.
6. To fix the structures and vocabulary already orally learnt.
7. To develop communicative competency in writing.

Characteristics of a Composition:

- It is the expression of one's thoughts, ideas, feeling and observations.
- It includes both the process and product of composing.
- It is the process of collecting thoughts, arranging them in a proper sequence and expressing them in a recognized form.
- The product may take the shape of a letter, a para, a story, a dialogue, a precis etc.

LETTER WRITING

Letter-writing is an important art. There are three types of letters namely Personal or Private letters, Business Letters and Official Letters.

ఉత్తరములు మూడు రకములు :

- Personal or Private Letters :** స్నేహితులకు, బంధువులకు, పరిచయము గల వారికి వ్రాయు ఉత్తరములు.
- Business Letters :** వ్యవహార, వర్తక సంబంధమైన జవాబులు.
- Official Letters :** ఉద్యోగ సంబంధమైనట్టియు, పై అధికారులకు వ్రాయు ఉత్తరములు.

The letter is divided into five main parts.

- 1) The heading
- 2) The salutation
- 3) The body
- 4) Subscription (Leave taking)
- 5) Signature

- 1. The heading :** ఇంటి నెంబరు, వీధి, ఊరు, తేదీ ఉండును. దీనిని కుడిప్రక్క మూలలో మొదట వ్రాయవలెను.

Ex : Aparna Apartments,
5-1-637, Mosque Street,
Parvatipuram,
22-4-2009.

దీనిలో ప్రతి లైను చివర కామా, నెల చివర కామా, సంవత్సరం చివర ఫుల్స్టాప్ ముఖ్యము. తేదీని చాల విధములుగా వ్రాయుదురు.

Ex : 22-3-2009.

22nd. March, 2009.

Mar 22nd., 2009.

2. The Salutation

a) Private Letters

Dear or My Dear or Dearest father / mother / brother / sister / Rahim / Kamala.

ఆత్మీయులను కాక మిగతా వారిని గౌరవించవలసినప్పుడు,
My dear Mr. George, అని సంబోధించాలి. దీని చివర కామా ముఖ్యము.

b) Business Letters

Dear Sir, అని సంబోధించాలి.

c) Official Letters

Sir, / Respected Sir, / Esteemed Sir, అని సంబోధించవలెను.

3. The body : దీనికి ఎటువంటి నిబంధనలు లేవు.

4. Subscription (Leave taking)

నీ ప్రియ సోదరుడు, సోదరి అని చెప్పనది subscription అనబడును. దీనికి ముందు "నీ ఉత్తరమునకు ఎదురుచూస్తూ"
అని రాస్తే బావుంటుంది. ఈ రెండును Private, Business, Official letters కి ఎలా రాస్తే బాగుండునో ఈ క్రింద చూపబడినవి.
ఈ రెండింటికీ చివర కామాలు ముఖ్యము.

a) Private

Hoping to hear from you soon,
Hoping to see you, / No more to pen,
Wishing to hear from you, / With kind,
Very kind, / Kindest regards,
With love and best wishes, / I remain, etc.

అదే విధంగా

Yours affectionately, / Yours lovingly,
Yours sincerely, / Yours cordially,
Yours fraternally, etc.

(or)

Your affectionate son, / Your loving mother,
Your sincere adviser, / Your cordial relation,
Your fraternal friend, etc.

b) Business

Yours truly, / Yours sincerely.

c) Official

I have the honour to be, Sir,
Thanking you, Sir,
Thanking you in anticipation,
For which act of kindness I shall be ever thankful.

అదేవిధంగా

Yours faithfully, etc.

5. Signature : సంతకం క్రింద brackets లో మీ పేరు, Degree capitals లో వ్రాస్తే, మరల వారు మీకు వ్రాయుటకు

అడ్రస్ వారికి బాగా తెలియును.

Ex :

x x x (Signature)

(S.V. Ramaharao, M.Com., F.C.A)

I. Private Letters :

Ex : Write a letter to your father on the choice of your profession.

12/79, Tilak Street,
Dilsukh Nagar,
Hyderabad.
Dt : 23-03-'09.

My Dear father,

I am happy to learn from your letter that you have recovered from your illness. I hope that you will regain your strength and health. In one of your letters you asked me what I would like to do after my S.S.C. Public Examinations. I have decided to become a doctor.

I like to become a doctor. One can do service to mankind by becoming a doctor. A doctor can relieve the sufferings of people. He can save people from death at least for some more time. In my opinion, doctor's profession is the noblest profession.

So, I will join the Intermediate class and take Bi.P.C. subjects. I will qualify myself for the medical course.

Please convey my best regards to mother and blessings to brother and sister.

I remain,
Yours lovingly,
Ramesh.

To

Sri Nageswara Rao, M.Sc.,
Lecturer,
S.V.S. College,
Visakhapatnam.

II. Letter to the Editor :

Ex : Write a letter to the Editor of a newspaper about the nuisance caused by loud speakers.

7/79, Sharma Street,
Kamakotinagar,
Vijayawada - 12.

To

The Editor,
The Hindu,
Vijayawada.

Sir,

I shall be very much obliged if you permit me to express my views against the nuisance caused by loud speakers through your esteemed columns.

Loud speakers are becoming a perpetual nuisance to the public - especially to the educated public. In every part of the town; at every hotel, loud speakers are set up. Records of cinema songs are being played. There is a deafening noise. This evil has spread even to many homes. Whenever there is a small function in the house, it has become a fashion to hire loud speakers and use them through out day and night. Everyday, we see the loud speakers at tea-parties, dinner parties, meetings and the like. We are unable to escape from this annoyance. It has become unbearable.

I, therefore, request the concerned authorities to issue licenses for the use of loud speakers only for fixed hours at some functions only. May I make an earnest appeal to the Government to take necessary steps to eradicate this evil practice as it is disturbing the studies of children.

Vijayawada,
Dt. 23-03-'09.

Yours faithfully,
R. Sankararao.

PRACTICE TEST

Choose the correct option from the following :

1. Letter is a
a) oral communication
b) verbal communication
c) written communication
d) none of these
2. The subscription terminates with.....
a) a full stop b) a comma
c) a semicolon d) none of these
3. In a letter, the writer's name appears
a) once b) twice
c) thrice d) four times
4. Common salutation in formal letter is
a) Dear sir b) My dear sir
c) Dearest sir d) None of these
5. An official letter is
a) more colloquial b) more informal
c) more formal d) none of these
6. In personal correspondence, the subscription usually is
a) Yours faithfully b) Yours obediently
c) Yours affectionately d) Yours truly
7. The body of the letter consists of ... parts.
a) two b) three
c) four d) five
8. The first word of the 'subscription' must begin with
a) a small letter b) a capital letter
c) a hyphen d) one of these
9. Salutation is
a) a complimentary form used to begin a letter
b) a complimentary close or end of a letter
c) the main part of the letter
d) none of the above
10. When you address an editor of the newspaper the salutation is
a) Dear sir b) Respected sir
c) My dear sir d) None of these
11. is necessary after salutation.
a) Full stop b) Colon
c) Comma d) Question mark
12. Formal language is used in
a) letters to relatives b) official letters
c) friendly letters d) none of these
13. An official letter is.....
a) more formal b) more informal
c) more colloquial d) none of these
14. Subscription is
a) the beginning of the letter
b) the end of the letter
c) the body of the letter
d) none of these
15. Heading of a letter consists of
a) station b) date
c) station and date d) station without date
16. Complimentary close of business letter is.....
a) Yours faithfully b) Yours sincerely
c) Truly yours d) Ever yours
17. Colloquial words are used in
a) social letters b) business letters
c) official letters d) personal letters
18. The British style of putting the date on a letter is.....
a) August 26th, 2008 b) 26/8/2001
c) 26 August, 2008 d) 26-8-2008
19. The signature of the writer of a letter is the part of the letter.
a) second b) third c) fourth d) last
20. A business letter is generally
a) long and personal
b) long and impersonal
c) brief and impersonal
d) brief and personal
21. Personal letters are usually written to
a) Editor
b) Officials
c) Office staff
d) One's friends and relatives
22. How would you address a police inspector in a complaint letter.....
a) Sir b) Respected sir
c) Dear sir d) None of these
23. is needed after date.
a) Fullstop b) Comma
c) Colon d) None of these
24. Leave letter is
a) an official letter b) a business letter
c) a personal letter d) None of these

25. Which part of the letter is crucial?
a) Salutation b) Subscription
c) Street number d) Body of the letter
26. Familiar and intimate style of writing is seen in
a) Formal letters b) Informal letters
c) Business letters d) Official letters
27. Complete the sentence choosing the right option :
A letter to an unknown person should end with
a) Yours faithfully b) Yours sincerely
c) Yours affectionately d) Yours lovingly
28. How should you address your governor in the body of a letter to him or her ?
a) Sir or Madam b) Your Highness
c) Your Excellency d) Mr. or Mrs. Governor
29. Which one of the following is the correct way of opening a letter of application ?
a) With reference to your advertisement in The Hindu dated 05-06-2008, I would like to apply for the post of
b) With reference to your advertisement in The Hindu dated 05-06-2008, I want to apply for the post of
c) As per your advertisement, I want to apply for the post of
d) None of the above
30. What kind of letter is to be drafted while writing to your higher authorities ?
a) Personal b) Formal
c) Official d) Business
31. The correct form of address in a letter to a close friend is
a) Honourable Sir, b) Most respected,
c) Your majesty! d) My dear,
32. While sending a telegram the words used should be
a) as lengthy as possible
b) brief and to the point
c) extremely formal
d) ornamental
33. A wedding invitation card is a
a) Formal letter b) An official letter
c) Business letter d) A personal letter
34. Which language is used for friends?
a) formal b) Informal
c) personal d) Impersonal
35. 'Colloquial' language is used to
a) the Editor b) the officials
c) friends d) business letters
36. Which subscription to friends is correct ?
a) Your sincere friend
b) Yours sincere friends
c) Your sincere friends
d) Yours sincere's friend
37. Which salutation is used in official letters
a) Sir b) Dear Sir
c) Dear Sirs d) My dear sir
38. The formal salutation in case the receiver of the letter is an officer not personally known to you will be.
a) Dear officer b) Sir
c) My dear Sir d) Dearest Sir
39. Which of the following subscriptions is correct?
a) Your's sincerely b) Yours' sincerely
c) Your sincerely d) Yours sincerely
40. The body of a letter contains
a) the salutation b) the message
c) the acknowledgement d) none of these
41. Formal language is used in
a) friendly letters b) official letters
c) letters to relatives d) None of these
42. The formal salutation in case the receiver of the letter is not intimate will be
a) Respected Ram b) My dear Ram
c) Dear Mr. Ram d) Dear Ram
43. Which of the following subscriptions is correct?
a) Your's truly b) Your truly
c) Yours' truly d) Yours truly
44. A business letter is generally
a) long and impersonal
b) brief and impersonal
c) long and personal d) brief and personal
45. Informal language is used in
a) Newspapers b) Letters to friends
c) letters of applications for jobs
d) official letters

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) c | 2) b | 3) a | 4) a | 5) c |
| 6) c | 7) b | 8) b | 9) a | 10) b |
| 11) c | 12) b | 13) a | 14) b | 15) c |
| 16) a | 17) d | 18) a | 19) d | 20) c |
| 21) d | 22) a | 23) a | 24) a | 25) d |
| 26) b | 27) a | 28) c | 29) a | 30) b |
| 31) d | 32) b | 33) a | 34) b | 35) c |
| 36) a | 37) a | 38) b | 39) d | 40) b |
| 41) b | 42) c | 43) d | 44) b | 45) b |

PRECIS - WRITING

Precis is a French word meaning precise. It means a brief summary of the given passage. It also means an abstract. It is pronounced 'PRAY-see'. In the present day busy world, precis-writing is an essential skill that has to be developed and practiced by everyone.

Central Points

1. Precis is not a paraphrase, which merely says in different and simpler words exactly what the passage being paraphrased has to say. A paraphrase may be as long as the passage itself. Generally, precis should be one-third of the length of the original passage. The original should be followed without changing the series of ideas presented therein.
2. A precis gives only the "heart" of a passage. It omits repetition and such details as examples, illustrations, and adjectives unless they are of unusual importance.
3. A precis is written entirely in the words of the person writing it, not in the words of the original selection. Avoid the temptation to lift long phrases and whole sentences from the original.
4. A precis is written from the point of view of the author whose work is being summarized.
5. It is a short summary of the essential ideas of a longer composition; the basic thought of a passage is reproduced in miniature, retaining the mood and tone of the original. No interpretation or comment should be interjected.

How to Write a Precis

1. Firstly, read the given passage quickly to find out the central theme which tells us what the passage is about. Then, try to analyze the tone of the passage – serious, satirical, critical, humorous, etc. After that, see what type it belongs to – descriptive or narrative or reflective.
2. The next step is to find a suitable title which highlights the central theme. It should be short, striking and catchy. A key phrase should be picked up from the passage itself. Except Articles, Prepositions and Conjunctions, every word in the title must begin with a capital letter. However, if the title begins with an article, it should be written in the uppercase. For example, 'Advantages of Sports and Games'
3. After selecting an apt title, read the passage again, this time rather slowly and try to comprehend every sentence. Choose the important matter and eliminate the unimportant.
4. The points that are unnecessary and inappropriate should be omitted. Leave out repetitions because economy of words is an essential feature of a precis. *Examples, illustrations, quotations, anecdotes, figures of speech and cliched expressions can be removed.*
5. Now, make a list of important points that you came across in the second reading. While picking up the essential points, do not underline in the original text. If you do this, you could be tempted to reproduce the author's original version.
6. It will not make a good precis if you copy word to word from the original passage. As far as possible, attempt to summarize in your own words. Read the passage once again to locate any omissions that you have made. You should not leave out anything which is important.
7. Remember that the precis is only a summary and not an essay. Therefore, do not be tempted to add your own ideas or thoughts of your own, however brilliant they might be. The precis should not have any ideas which are not in the original. And also, do not add any critical comments of your own. There is no need to analyze the original piece. You need to present only the abstract and not an analysis.
8. Aim at variety. Variety can be achieved by using varied sentences of different lengths and clause structures. For example, (1) She is tall. She is beautiful. (6 words). She is tall and beautiful. (5 words) (2) He will

the election. That is certain. (8 words) He will certainly win the election. (6 words). By using this technique, you may reduce some words, without changing the meaning. So, transforming sentences from one form to the other will be of great help to trim down the passage.

9. You may also use one-word substitutes quite liberally, to cut the length. For example,
 - (a) Carving figures in stone, wood, marble, etc., or casting them in metal = Sculpture
 - (b) Person who is made to bear the blame due to others = Scapegoat.This is how a long phrase or a clause can be replaced with a one-word substitute.
10. Avoid all kinds of ambiguity, i.e. in the form, meaning and language. The abstract that you have made should be lucid. Language should be simple and candid. Functional language should be used while making a precis. Use short sentences and simple expressions.
11. Avoid grammar, spelling and punctuation mistakes
12. The precis should be in the same tense, in third person and in indirect speech.
13. The precis should not read like a mere summary or compilation of loosely connected ideas. Try to make the precis look like an original piece of composition. Finally, revise the style, spelling, punctuation and grammar. See if the precis has a smooth flow. Maintain order, coherence and unity of thought throughout. Revise your writing until you are sure that you have given an accurate summary.
14. Usually you will find your precis is too long, if it is more than one-third the length of the original. Continue your revision until you have reduced the precis to the proper length.
15. Check the draft for expression errors, repetition or vague phrasing; then write a smoother final version.

MODEL PRECIS WRITING - 1

Write a precis of the following passage to one-third of its length and also give a suitable title.

It is easy to say, 'Enlarge your vocabulary; first, that you may enter upon the privileges of a cultivated woman; and secondly, that you may be able to tell the truth easily and accurately.' But it is another and more difficult matter to prescribe the means by which this is to be done. Every girl must, to a large degree, work out her own method. The reading of the best books and conversation with cultivated folk are both helps to the free use of words. The dictionary is the best friend for your task. Never allow a strange word to pass unchallenged. Usually, it is wise to look it up at the moment. If that is impossible, it must be written firmly on the memory and traced at the first opportunity. It is good to encourage in yourself the habit of dawdling a little over the dictionary. It is the only place where dawdling reaps a harvest. To learn two new words a day—thoroughly to learn them so that their use will not have a foreign accent—is to insure a large vocabulary before you reach middle age. (189 words)

Main Points

1. It is a mark of culture and also a means of self-expression to possess a large vocabulary.
2. Every girl should find her own methodology of enriching her vocabulary.
3. The two most helpful ways are reading and conversation. However, a dictionary is the best aid.
4. A new word should be looked up immediately or as soon as possible.
5. By middle age, one can build a large vocabulary if two new words are learned every day.

Precis

Title: Enriching Your Vocabulary

Every girl should endeavor to enlarge her vocabulary for successful self-expression. It is also a mark of culture. Reading and conversation are a great help in this regard. However, the best aid is the dictionary. Every new word should be looked up immediately or soon after. A rich vocabulary can be acquired by the time a person reaches middle age if two new words are learned every day.

MODEL PRECIS WRITING - 2

Write a precis of the following passage to one-third of its length and also give a suitable title.

Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the scorching heat, they produce the fruit of which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use is made of it for the benefit of mankind? Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dog and crows. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss.

Main Points:

1. The character of good men is like that of trees
2. What is the use of this perishable body if no use is made of it for the benefit of mankind
3. The men who are noble at heart do not lose their qualities even in losing their lives
4. Those who tread in the right path will not set foot in any other
5. To live for the mere sake of living one's life is to live the life of dogs or crows
6. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss.

Precis

Title: Good men live for others.

Good men live for others. The character of good men is like that of trees. They live for others and do not lose their qualities even in losing their lives. They always follow the right path. Praise is immaterial to them. To live for one's own sake is to lead the life of beasts. Only those who lay down their lives for others will live forever in a world of bliss.

MODEL PRECIS WRITING - 3

Write a precis of the following passage to one-third of its length and also give a suitable title.

Today there are 3000 million people in the world. Fifty years ago only about 2000 million people lived in it. If earth's population were evenly distributed over its land surface, there would be about 550 persons to the square mile. But earth has vast areas of forest, mountains and desert which are almost totally uninhabited. On the other hand, it has great cities each with millions of people living in a few square miles.

To feed the fast growing population of our earth, scientists and planners have to discover new ways to produce more. One possible way is to bring more land under cultivation. This can be done only in places where there is a lot of land not used for productive purposes. In many places there is no longer possible as all the arable land is already cultivated. A second way is to make use of new types of seeds to produce more. Already a number of new strains of paddy and wheat have been developed in different parts of the world. India is one of the countries where a lot of useful work has been done in the field of agricultural research.

Title: World Population and Food Production

During the last fifty years, the world population has increased from 2000 to 3000 million. It is unevenly distributed with millions of people living in a few big cities. Scientists in India and abroad are, therefore, busy with agricultural research to find out new methods of increased food production to feed them all. They have already developed many new strains of paddy and wheat.

PRACTICE TEST

Choose the correct answer.

1. **Precis is a _____ word**
 - A. Sanskrit
 - B. Latin
 - C. Greek
 - D. French
2. **Precis should be _____ of the length of the original passage**
 - A. 1/3rd
 - B. 1/10th
 - C. Half
 - D. Two times
3. **Precis means**
 - A. A brief summary
 - B. An abstract
 - C. A synopsis
 - D. All the above
4. **A paraphrase**
 - A. is to repeat something written or spoken using different words, that makes the original meaning clearer
 - B. is a short summary of the essential ideas of a longer composition
 - C. merely says in different and simpler words exactly what the passage being paraphrased has to say
 - D. A and C
5. **A paraphrase may be**
 - A. 1/3rd of the passage
 - B. 1/5th of the passage
 - C. 1/10th of the passage
 - D. as long as the passage itself.
6. **A precis is written entirely in the words of**
 - A. the original author
 - B. the person writing it.
 - C. Both the author and the person writing it.
 - D. None of these
7. **The title of the precis should be**
 - A. short
 - B. ambiguous
 - C. long
 - D. all the above
8. **Every word in the title of a precis must begin with a capital letter except**
 - A. Articles
 - B. Conjunctions
 - C. Prepositions
 - D. All the above
9. **If the title begins with an article, it should be written in the**
 - A. Lower case
 - B. Upper case
 - C. Either upper or lower
 - D. None of these
10. **The precis should not have any ideas**
 - A. which are in the original passage
 - B. of the person writing it
 - C. of the original author
 - D. none of these
11. **A precis is written from the point of view of the**
 - A. person who is writing it
 - B. author whose work is being summarized
 - C. reader who is reading it
 - D. none of these
12. **In precis writing, a long phrase or a clause can be replaced with**
 - A. a longer phrase or a clause
 - B. a one-word substitute
 - C. a small paragraph
 - D. none of these
13. **In precis writing, the following of the original passage can be removed**
 - A. Illustrations
 - B. Quotations
 - C. Cliched expressions
 - D. All the above
14. **The precis should be**
 - A. in third person
 - B. In first person
 - C. In second person
 - D. all the above
15. **If the original selection has 750 words, the precis should have about _____ words.**
 - A. 500
 - B. 750
 - C. 250
 - D. 1500
16. **A precis is the _____ form of a passage.**
 - A. Partial
 - B. Abridged
 - C. Complete
 - D. Enlarged

17. The phonetic transcription for precis is

- A. /presjs/
- B. /prej.si/
- C. /prjsjs/
- D. none of these

18. The purpose of precis is to

- A. condense the original
- B. explain it
- C. omit the facts
- D. make a critical analysis

19. A precis should reduce the length of the original passage by at least

- A. Two - thirds.
- B. One-thirds
- C. Half
- D. None of these

20. In precis writing, _____ are omitted

- A. Repetitions
- B. Examples
- C. Illustrations
- D. All the above

21. A precis should be written in

- A. Direct speech
- B. Indirect speech
- C. Either direct or indirect
- D. None of these

22. If the original selection is written in present tense, the precis should be written in

- A. Present tense
- B. Past tense
- C. Future tense
- D. Any tense of your choice

23. Precis should be pronounced as

- A. PRAY-shis
- B. pre-SIS
- C. pri—SIS
- D. PRAY-see

24. In a good precis,

- A. the mood and tone of the original are retained
- B. new interpretations are added
- C. comments are included
- D. all the above

25. In precis writing, figures of speech are

- A. Fully omitted
- B. Changed into literary expressions
- C. Increased
- D. None of these

KEY TO PRACTICE TEST

1. D	2. A	3. D	4. D	5. D
6. B	7. A	8. D	9. B	10. B
11. B	12. B	13. D	14. A	15. A
16. C	17. B	18. A	19. A	20. D
21. B	22. A	23. D	24. A	25. B



Reading is a tool of learning. It increases our general knowledge and widens our mental horizon. It is a complex process and involves many physical, intellectual and emotional reactions.

Reading Comprehension refers to the process of grasping and understanding ideas or information presented in the written form. It requires a careful study of the text. Sometimes, while the literal meaning of the text is easy to understand, there may be other hidden meanings or inferences made by the writer. So the reader should not read the text in mechanical manner. He should critically examine it and be sensitive to the fine distinctions of the language.

In order to become a good reader you need to read a lot. When you read a lot you will develop the ability to identify the main ideas in the text, understand how the ideas are related in the text, and analyze the ideas in order to understand the surface meaning and the underlying meaning. Once you develop the ability to read the lines, read between the lines then you will be able to read beyond the lines.

How to Read a Passage to Understand the Best? (3S & 3R Technique)

Reading always means reading with comprehension. The degree of comprehension depends upon the subject matter, reader's linguistic competence and the purpose. To understand the best, adapt **3S & 3R** Technique.

1. **Scan** the given passage if you try **to look for specific information**. This is what we do when we look up a dictionary for a specific word or idiom. We also scan the index of a book, railway timetable, an advertisement or an article. The purpose of this reading is to look for specific information.
2. **Skip or leave out the unimportant details** to grasp the main idea conveyed in the passage.
3. **Skim the text to get an over all idea** of a passage. We often do this kind of reading when we read a newspaper. When a reader wants to get an over all idea of a passage, he skims. By skimming the reader can also find if the material is worth reading in detail. We often do this kind of reading when we read a newspaper. The skimming speed should at least be twice the speed of average reading.
4. **'Read the lines'** if you just want to know **the literal meaning** of the material read. It is the easiest type of comprehension.
5. **'Read between the lines'**, if you want to understand beyond the literal meaning. This will help you get the author's intention and purpose. It is getting at the unsaid message.
6. **'Read beyond the lines'** to make **a critical evaluation** of what is read. In this method, we read critically to make judgments about how a text is argued. This is a highly reflective skill.

'Comprehend' అను Verb (క్రియ) నుండి Comprehension అను Noun (నామవాచకం) వచ్చింది. Comprehend అవగాహన అర్థం చేసుకొనడం. ఇచ్చిన passage ను బాగుగా అర్థం చేసుకొని దాని క్రింద ఇచ్చిన ప్రశ్నలకు సమాధానాలు వ్రాయాలి.

Important Points to be Remembered :

- ★ Passage ను శ్రద్ధగా ఒకటి రెండుసార్లు చదివి, అందులోని general idea ఏమిటో అవగాహన చేసుకోవాలి.
- ★ మరోసారి చదివి, passage లో ఉన్న ముఖ్యాంశాలు note చేసుకోవాలి.
- ★ ఇచ్చిన ప్రశ్నలను చదివి, వాటి జవాబులు passage లో ఎక్కడ ఉన్నాయో పరిశీలించాలి.
- ★ సమాధానాలు క్లుప్తంగా, మీ సొంత మాటలలో ఉండాలి.

PASSAGE - 1

Jawaharlal Nehru was very fond of hunting. One day while Nehru was hunting in a forest, he saw a deer grazing grass at a distance. At once he aimed his gun at it and shot it. At once it fell to the ground and began twisting about in acute pain. The young ones around it were terrified by the sound of the gun, and gathered around their mother. At that time Nehru observed the pain in the eyes of the deer hit by the bullet and the sorrow of the young ones for their mother.

At once Nehru stood up. He threw his gun away. He treated the wounded deer for its wound, and left it there. From then on, he gave up hunting. Later he wrote in his diary: "I can never forget the look the deer cast at me while it was writhing in pain on being hit by my bullet. The life that cannot have love for dumb animals is a wasted life. From now on, I will aim my camera, instead of my gun, at them."

1. **Nehru aimed his gun at the deer and shot it, because**
 - a) hunting was his profession
 - b) hunting was a fancy for him
 - c) the deer was a cruel animal
 - d) he had no food to eat
2. **Even on hearing the sound of the gun, the deer's young ones were not frightened, and did not leave their mother, because.....**
 - a) they were tamed deer.
 - b) they were never afraid of sounds of guns
 - c) their love for their mother was such
 - d) they were very good
3. **"Nehru treated the deer for its wound and left it there". Here 'there' means.....**
 - a) in the palace
 - b) on the road
 - c) in the forest
 - d) in their nest
4. **Nehru said he would aim his camera instead of his gun. It means that.....**
 - a) a camera does not give out sound like a gun
 - b) a gun gives out a loud sound
 - c) he would love animals instead of killing them
 - d) it would be good if he took their photographs.
5. **What kind of a life is wasted?**
 - a) A life that does not help the poor.
 - b) A life that does not show kindness to living creatures.
 - c) A life that is not lived in a good way.
 - d) A life that does not help others.

PASSAGE - 2

India is facing economic problems not simply because of lack of resources. Sufficient endeavour is being put in to make use of the resources available in the right way. Young people- especially those who are well-trained in technical education- ought to make use of their education for the country. For instance, a young man who is skilled in the medical profession emigrates to a foreign country and settles himself there. It means that our country has lost a scientist. This is the problem our country is facing now.

However if we go to the root of the problem, the most important cause is the dissatisfaction rising among the young people. The dissatisfaction among the young people that their educational abilities are not being duly recognised in this country is encouraging the young men to emigrate to foreign countries. When this dissatisfaction grows stronger, it leads to unruly strikes which endanger peace in the country.

1. Our country is facing economic problems, because

- a) our country does not have resources.
- b) our country does not have good scientists.
- c) ours is an agricultural country.
- d) we are not utilising our resources properly.

2. Those well-trained in the medical profession emigrate to other countries, because.....

- a) There are more patients in other countries
- b) There are no patients in our country
- c) Their talent does not get proper regard in our country
- d) They do not like to stay in our country

3. When does our country lose a great doctor?

- a) When the doctor dies
- b) When the doctor goes to a foreign country
- c) When the doctor becomes famous
- d) When the doctor gives life to a patient about to die

4. If our country is to develop well.....

- a) we should have good doctor
- b) we should have good resources
- c) we should make good use of our resources and recognise the talents of our scientists
- d) we should grow more rice

5. The most suitable title to this passage is

- a) A good Doctor
- b) The Wealth of our Country
- c) Scientific knowledge
- d) Resources and their proper use

PASSAGE - 3

Education has a significant place in the development of man. Education develops a man mentally and morally. Without education a man is like an animal. It is very necessary that men and women should get education uniformly. If the women are not to be educated, half of our society will remain backward. In these days we can see the better results of woman's education in the different parts of the world. As a result of it, many of the bad customs and superstitions have started disappearing from society. Women have been working along with men in every sphere of national development and doing equally responsible works.

1. Education of women is necessary because

- a) progress is possible only if the whole of society is educated
- b) women can remove the social ills
- c) women like to work
- d) women are superstitious by nature.

2. Without education man is equal to animal because

- a) he does not work hard
- b) he remains superstitious
- c) he cannot earn his livelihood
- d) his mental abilities cannot develop

3. What are the advantages of woman's education?

- a) The girls are going to schools.
- b) Superstitions and social evils are being removed rapidly from the society.
- c) The women are getting jobs.
- d) The women are earning a lot of money.

4. Women are sharing equal responsibilities with men because

- a) they are superstitious
- b) they are intelligent.
- c) they are equal to men
- d) they are earning a lot of money

5. **Education is important for man because**

- a) it converts animals into a man
- b) it develops man's mental and moral power
- c) it makes the country progressive
- d) women are getting educated

PASSAGE - 4

How do leaves send out excess of water? Why are they not storing the water for their own use? To understand this, we have to understand how the leaves work. Each leaf is made up of hundreds of microscopic cells in layers. The upper and lower layers of each leaf have hundreds of minute pores called the "stoma". Each stoma is enclosed by a pair of bean-shaped structure called guard cells. These cells regulate the openings through which water is released in vapour form.

1. **The leaves of a tree**

- a) take in water
- b) do not take in water
- c) send out all the water
- d) send out excess water

2. **The stoma is**

- a) the outer layer of the leaf
- b) the lower layer of the leaf
- c) a microscopic cell
- d) a hole in the leaf

3. **Every leaf has**

- a) one microscopic cell
- b) a few microscopic cells
- c) many microscopic cells
- d) a lot of microscopic cells

4. **Water is released from the leaves through**

- a) the microscopic cells
- b) the stoma
- c) the openings in the stoma
- d) none of the above

5. **Which do you think is a good title for the passage?**

- a) How leaves take water
- b) How leaves use the water
- c) How leaves send water to the roots
- d) How leaves send out water vapour

PASSAGE - 5

The important substance used to make pencil stick is graphite. It has another name, 'black lead'. It is a type of pure coal obtained in mines in the earth.

However, graphite can be made artificially too from the commonly available coal. The graphite obtained is ground into smooth powder, then it is mixed with clay, and a mixture is formed. Then the mixture is elongated, like a wire, with the help of a machine. Then it is heated to remove the moisture in it. It is cut into pieces of required length and the pieces are inserted into wooden cylinders. Pencils are made in this way. If a pencil is to write smoothly, more of clay should be mixed with graphite powder.

1. **..... is made from graphite.**

- a) Pencil cover
- b) Pencil stick
- c) Black lead
- d) Mineral coal

2. **'Black lead' means**

- a) lead appearing black
- b) a mineral obtained from mines
- c) pure coal obtained from mines
- d) impure coal obtained from mines

3. **Things needed to make pencil stick are**

- a) wood and graphite
- b) graphite powder and clay
- c) smooth powder made from graphite and clay
- d) coal and clay

4. A pencil writes smoothly when

- a) clay is more and graphite powder is less.
- b) clay is less and graphite powder is more
- c) graphite powder and clay are in equal parts
- d) the pencil is pretty to look at

5. How is the pencil stick made long?

- a) elongated with hands
- b) elongated with the help of a machine, like a wire
- c) elongated with the help of wires
- d) The sticks are joined with each other

PASSAGE - 6

A tortoise lived in a pond and a fox on the bank. The tortoise came out of water every evening to enjoy cold breeze. Once the fox came to the tortoise to eat it. At once the tortoise jumped into the pond. It rose above the water, and told the fox. "It is impossible for you to eat me". The fox vowed that it would eat the tortoise.

Once the tortoise was asleep on the bank of the pond. The fox rushed to the tortoise, and caught hold of it and tried to eat it. Then the tortoise dragged its head and feet into its shell. The poor fox tried hard to break it, but in vain. Then the tortoise told him from inside the shell, "I will not so easily soften. Put me into water. I will easily soften." Believing in the words of the tortoise, the poor fox put it into water. As soon as it fell into water, the tortoise cleverly escaped into the water.

1. The tortoise jumped in to the water.....

- a) as the fox chased it
- b) to save its own life
- c) as it was very hot and sunny
- d) as it got up from sleep

2. "It is impossible for you to eat me". 'Impossible' in the sentence means.....

- a) easy
- b) difficult
- c) not possible at any time
- d) can eat tomorrow

3. When did the fox catch hold of the tortoise?

- a) when it was swimming in the water
- b) when it was moving on the bank
- c) when it was sleeping on the bank
- d) when it was taking rest on the bank

4. "..... tried to break it". 'It' in the sentence refers to

- a) the tortoise
- b) the head of the tortoise
- c) the shell of the tortoise
- d) the meat of the tortoise

5. The tortoise said, "If you put me into water I will be softened". It said so

- a) to inform that it will soften if it is put into water
- b) to escape from the fox
- c) to become prey for the fox
- d) to make friends with the fox

PASSAGE - 7

Galib was a renowned Urdu poet. He was very fond of mangoes. His friend did not like mangoes. One summer day Galib was sitting on the roof of his house with his friend. There was lying a hoap of mango peels on the road side. In the mean time, a donkey came there. It sniffed the mango peels and went away. At this Galib's friends said, "Look! Even the donkeys do not like mangoes." Galib smiled and said, "Yes, the donkeys do not like mangoes".

1. **Where was a heap of mango-peels lying?**

- a) On the road side
- c) Before a donkey

- b) On the roof
- d) At the friend's house

2. **What was Galib doing with his friends on the roof of his house?**

- a) They were eating mangoes
- c) He was talking to his friend

- b) They were reading a poem
- d) They were enjoying poetry

3. **"Look! Even the donkeys don't like mangoes". Here donkeys indicate**

- a) wise animal
- c) a hard working animal

- b) a foolish animal
- d) animal which always remains hungry

4. **"Yes, donkeys do not like mangoes". It means that**

- a) Animals do not like mangoes
- c) The poets do not like mangoes

- b) Wise people do not like mangoes
- d) The foolish people do not like mangoes

5. **What is the suitable title of this passage?**

- a) Galib - a Great Poet
- c) Galib's Love for Fruits

- b) The Witty Galib
- d) Galib's Love for Mangoes

PASSAGE - 8

It was evening. Lights were lit. Bright light spread all over the jail area. Gandhiji drank goat's milk. So a goat was kept in the jail.

Sarojini devi wanted to play a joke on Gandhiji. She took a piece of cardboard, wrote on it the words, "Mahatmajii! I am a young kid, you yourself are a gentleman. Will you drink my mother's milk?" She brought a kid and tied the cardboard to its neck. Then she took the kid to the door of Gandhiji's room. She said to Gandhiji, "Please receive the invitation". With this, all the people there including her laughed happily.

The Mahatma, who led the whole of India, took up the cardboard piece, read it and laughed heartily.

1. **The jail officers brought up a goat, because**

- a) the jail officials liked goats
- c) they wanted to drink goat's milk

- b) they wanted to make it eat sheets of paper
- d) they wanted to give the Mahatma goat's milk

2. **Sarojini devi tied a piece of cardboard to a kid's neck, because**

- a) the kid would be pretty with it
- c) she wanted to play a joke on the Mahatma

- b) the kid belonged to her
- d) she wanted the jail officers to see it

3. **Sarojini devi left the kid near Gandhiji. From this, we can know that**

- a) she was angry with the jail officers
- c) she was stubborn by nature

- b) she was fond of kids
- d) she was jealous

4. **Gandhiji laughed.....**

- a) on seeing Sarojini devi's jocular act
- c) as he was fond of laughing

- b) on seeing what the jail officers did
- d) as he brought freedom for India

5. **Sarojini devi's humour**

- a) causes hatred
- c) hurts grown-up people

- b) amuses without hurting one's mind
- d) causes sadness

PASSAGE - 9

A young man was going to the town on his horse. He came across a beggar on the way. He took the beggar and took him on his horse to the town. As soon as they reached the town, the beggar that the horse belonged to him and asked the young man to get down. There was a quarrel between them.

They went to the chief officer of the town and told him of their problem. The officer could not resolve the problem. He asked each of them to prove his claim. Then the young man covered the horse's head with his turban, and asked the beggar, "Which eye of this horse is blind..... the right eye or the left eye?" The beggar was confused. He first said that the right eye was blind and again said that the left eye was blind.

Then the young man removed the turban and told the officer. "Sir, both the eyes are well. No eye of the horse is blind."

The officer examined the horse's eyes well. He punished the beggar.

1. **The young man carried the beggar on his horse, because**
 - a) he was his relative
 - b) he was his friend
 - c) he had known the beggar before
 - d) he was kind- hearted
2. **The beggar asked the young man to get down from the horse, because**
 - a) the beggar brought the young man to his destination
 - b) the horse belonged to the beggar
 - c) the beggar wanted to quarrel with the young man
 - d) the beggar wanted to make the horse his own
3. **The young man covered the horse's head with his turban to prove**
 - a) that the horse had no eyes
 - b) that the horse was feeling cold
 - c) that the horse's right eye was blind
 - d) that the horse belonged to him
4. **Who proved that the horse was not blind?**
 - a) The town officer
 - b) The king
 - c) The beggar
 - d) The young man.
5. **The person who was punished was.....**
 - a) the town officer
 - b) the young man
 - c) the horse
 - d) the beggar

PASSAGE - 10

Man has some lakhs of years of history behind him. In the beginning human race used to be like monkeys. But monkeys cannot make implements. Man has the skill. Stone Age began about fifteen lakh years ago.

In those days men used stones as implements. Since then and until now, a number of changes have taken place in man's life. Today man creates things which are counter creations of the things in creation. He has invented a number of machines.

Now modern civilization has spread into all the countries of the world. However it has taken lakhs of years for all this to happen. Each stage spread into thousands of years.

1. **"In the beginning human race used to be like monkeys" - means**
 - a) men did things which monkeys did
 - b) men looked like monkeys in appearance
 - c) men were small in size like monkeys
 - d) there was no difference between monkeys and men
2. **Man is superior to monkeys- how?**
 - a) Man can walk with two legs
 - b) Man is taller than a monkey
 - c) Man can do things which monkeys cannot
 - d) Man has no tail
3. **The age was called 'Stone Age' because**
 - a) there were plenty of stones then
 - b) stones were used as implements
 - c) stones were used as food
 - d) metals were used as implements

4. "It has taken lakhs of years for all this to happen". 'This' means
 a) development of human civilization
 b) development of human knowledge
 c) making of implements
 d) monkey transforming into man
5. "Today man created things which are counter creations of the things which are in Nature".mean:
 a) man can do things which the creator cannot
 b) man can compete with the creator in doing things
 c) man is making friends with the creator
 d) the creator is great.

PASSAGE - 11

Television is a contrivance which gives people amusement. There is a chance of good relations being established between the Government and the people because of television. We can watch a number of useful programmes on television. But elders do not like students watching television, because they think that students will neglect their education and develop a fancy for television.

The rays emitted by television are harmful to the pupils of the tender eyes of young children and students. Hence there is the risk of their eye-sight being endangered. However giving up watching television altogether is not advisable. Watching items like world news and programmes on medicine and education is a must. Students should allot greater part to their time to their education and some time to television. Television gives us knowledge along with amusement.

1. Television isfor people.
 a) an amusing contrivance
 b) an agreeable contrivance
 c) a disgusting contrivance
 d) a luxurious contrivance
2. The advantage from television is that
 a) programmes can be seen and heard
 b) mental joy and knowledge are provided
 c) temporary amusement is given
 d) none of the above
3. Why do elders not like children and students watching television?
 a) students become terrorists
 b) students watch television without reading their books
 c) students become mad
 d) they become ill.
4. The rays emitted by television cause harm to
 a) children's ears
 b) children's tender eye-pupils
 c) children's brains
 d) children's faces
5. The programmes which must be watched on television are
 a) films, games and songs
 b) dance and music programmes
 c) items on education and medicine, and world news
 d) dramas and serials

PASSAGE - 12

In a village there lived a dog at a landlord's house. It used to eat the food thrown out by the people at the house, after they had eaten their food, and lie on the premises.

One day when a boy belonging to the house was going out of the village, the dog followed him. In the village, some pigs were about to chase the boy. The dog chased the pigs off. The dog's story ended there. The boy went to a pond to wash his feet. His feet slipped, and he fell into the pond. Soon the dog began to bark aloud. But there was nobody there to save the boy. At last the dog itself jumped into the pond, caught the boy's hair with its mouth, and brought the boy out of the pond. In the mean time people came that way, gave the boy first aid treatment, and took the boy home. See how faithful the dog was!

1. *The dog chased the pigs away, because.....*

- a) they came to eat its food
- b) they chased the boy
- c) dogs are natural enemies of pigs
- d) the pigs came to bite the dog

2. *"The dog's story did not end there" - 'there' means*

- a) going outside the village along with the boy
- b) chasing the pigs away
- c) guarding the house
- d) eating the food given by the boy

3. *The dog began to bark aloud, because.....*

- a) the pigs bit the dog
- b) the boy beat the dog
- c) it wanted to save the boy
- d) the foot of the dog was hurt

4. *The dog jumped into the pond, because.....*

- a) there was nobody
- b) it wanted to bring the boy out of the water
- c) it wanted to swim along with the boy
- d) it was difficult for the dog to swim in the water

5. *The dog proved its existence by.....*

- a) eating the food thrown out by the householders and lying on the premises there
- b) guarding the house
- c) saving the boy from death
- d) bringing the villagers to the pond.

PASSAGE - 13

The owners of motor vehicles are worried about the sky-rocketing prices of petrol and diesel oil which they use. Now a wonderful instrument which can increase the mileage of motor of vehicles by half has been invented. A motor vehicle runs 50 k.m. with one litre of petrol at present. But with the use of this instrument the vehicle can run 75 k.m. per litre. The name of the instrument is 'Comprosal'.

Since they were designed, the motor vehicle engines had the defect called 'Lobhai' in them. No motormaking company could remove the defect. Now comprosal has removed the defect of Lobhai, has increased engine capacity, and is controlling pollution. A vehicle research organisation in Ahmednagar tested comprosal and certified that it was good.

1. *Motor- vehicle owners are worried that*

- a) motor vehicles are getting damaged in a short period
- b) the prices of petrol and diesel oil are high
- c) petrol and diesel oil are being polluted
- d) the mileage from petrol and diesel oil is not proper.

2. *'Mileage' means.....*

- a) the number of miles a vehicle can run with one litre of petrol or diesel oil
- b) the speed of the vehicle
- c) petrol or diesel changing to black smoke
- d) the vehicle after running one mile, stops

3. *'Comprosal' was tested by.....*

- a) an automobile company in Vijayawada
- b) a motor company in Delhi
- c) the R.T.C. in Andhra Pradesh
- d) a motor vehicle company in Ahmednagar

4. *'Comprosal' was certified as good in this matter*

- a) it protects the engine
- b) it controls atmospheric pollution
- c) it increases Lobhai
- d) it increases engine capacity and controls pollution

5. *'Lobhai' is.....*

- a) the motor engine
- b) an instrument which increases mileage
- c) a defect in the motor engine
- d) engine speed

PASSAGE - 14

The machine which works in place of man and which can do the tasks done by man is called a 'Robot'. It is used in big factories to do some tasks. It is not necessary that a robot should be like man in form and that it should work exactly like man. The machine that resembles man is called 'Android'. This can work for any number of hours without rest in unfavourable conditions, and its expenditure is low. It can touch things which man's hands feel to be very hot.

So it is profitable if a robot is used for forging. Arms and fingers are also fitted to robots to perform certain special tasks. They can pick up things with their fingers. They can hold, release, push, pull and bend things. Certain robots can pilot aeroplanes. Robots are being used to clean tables in offices in England. The robots are of immense use in the most dangerous atomic energy units.

1. A robot is.....

- a) a machine which can pilot an aeroplane
- c) a machine which resembles man

- b) a machine which can work in place of man
- d) a machine which does things that man cannot do

2. It is useful to use a robot in forging, because

- a) It can work for any number of hours at a low cost
- b) It can be used to make things like pins
- c) very hot things can be repaired
- d) It can be used to perform certain special tasks

3. In an Atomic Energy plant, a robot

- a) cleans tables in offices
- c) undertakes no work

- b) undertakes dangerous tasks
- d) helps man in doing forging

4. An 'Android' is

- a) a copy of a robot
- c) a machine which works like man

- b) a machine in the form of man
- d) a machine doing forging

5. A robot is of immense use, as

- a) man need not work
- b) it can perform easily tasks which are difficult for man to do
- c) it can perform with difficulty tasks which are easy for man to do
- d) it can be used to pilot aeroplanes

PASSAGE - 15

In China Avanti was a man who was as witty as our Beerbal. One day a friend of Avanti came to him and said, "I have to send an urgent message to my younger brother in the town. Please write for me a letter with the message." He was in a hurry.

Avanti said leisurely, "Of course, I can write the letter for you. But I cannot go to the town." The friend was surprised, and requestingly said, "You need not go to the town. It is enough if you just write the letter. I will send the letter to the town through my friend."

Then Avanti laughed and said, "No, that is not the thing. My handwriting can be understood by me. Then if I do not go to the town, who will read the letter there? How will your brother receive the message?"

The friend now understood the matter, laughed aloud, patted Avanti on his back and went away.

1. The speciality of Avanti was that

- a) he was an expert letter - writer.
- b) he could write letter to anybody
- c) he could make anybody laugh
- d) he could cheat any body

2. Avanti's friend said to Avanti, "Write a letter

- a) asking my brother to come urgently".
- b) to my younger brother with my message".
- c) informing that I am going to the town".
- d) asking my brother about his well-being".

3. Avanti's friend was surprised, because Avanti said that

- a) he would write his handwriting so badly that none else could understand it
- b) he would not go to the town, when asked to write a letter
- c) he would not write the letter
- d) it was difficult for him to write the letter

4. The friend requestingly told Avanti

- a) that he should write the letter
- b) that he would send the letter through his friend
- c) that he should go to the town himself.
- d) that he should write the letter legibly

5. Avanti's friend patted Avanti on his back, because

- a) Avanti had written the letter clearly
- b) Avanti had said that his handwriting would be illegible
- c) he had understood the joke in Avanti's words
- d) he was happy about Avanti as his friend

PASSAGE - 16

Every man should have an aim in life. The aim should be a very high one. It should be decided upon even when one is young. Even though one comes across a number of fearful impediments in life, one should face them with self confidence and fight for the achievement of his aim.

Once Gandhiji said, "Even animals do the acts of eating, wandering and sleeping, like man. There will be difference between man and animal, only when man achieves a high aim".

Even when one decides upon an aim in his mind, one should, first of all, prepare a plan for achieving it and then follow the plan in the right way and reach the aim. By reaching the aim, we will have self satisfaction and our birth as men will be fruitful

1. When should man form an aim in life?

- a) during boyhood
- b) when the thought of an aim comes into his mind
- c) after growing up
- d) after passing suffering

2. Why should man have an aim in life?

- a) Man can become great and earn fame
- b) On achieving the aim, self satisfaction generates and his birth as man is fruitful
- c) Man's life has to be happy
- d) Man should not undergo any suffering

3. **Why did Gandhiji say that there should be difference between man and animal ?**

- a) Animals and men are equal
- b) If animals too have aim, there will be no difference between them and us
- c) As we are men, we should achieve our aims
- d) Animals cannot speak like us

4. **What should we do to reach our aim ?**

- a) We should think calmly
- b) We should have a pre-prepared plan and proceed in the right way
- c) We should have a pre-prepared plan and proceed in short-cut routes
- d) We should work hard

5. **How many times have aim-related words occurred in the passage ?**

- a) 6 times
- b) 7 times
- c) 8 times
- d) 9 times

PASSAGE - 17

Lala Lajapati Roy, 'the Lion of the Punjab', was one day travelling by train from Lahore to Delhi. It was a long journey and passing time was a problem. So he took with him a number of books.

As soon as the train started, he took out 'Kim', a novel written by Rudyard Kipling and began reading it. By the time he read ten to fifteen pages, he noticed, in the novel, a tendency of hating the Indians and that caused distaste in him. Getting wildly angry at the tendency, he threw out the book through a window from the running train. However, he remembered in no time that it was the book he had borrowed from someone. He bit his tongue. If it had been his own book, he would not have felt sorry, of course, for the excellent thing he had done.

1. **Lala Lajabapti Roy took a number of books with him, because**

- a) he thought he might not be able to carry them himself
- b) the books were his own.
- c) he wanted to pass time by reading them.
- d) he wanted to sell the books

2. **Lalaji threw out the book 'Kim', because**

- a) the book was ugly to see.
- b) it was very heavy.
- c) it was written in English
- d) it insulted the Indians

3. **Lala Lajapati Roy bit his tongue, because**

- a) biting tongue was his habit.
- b) it was not his own book.
- c) it was a valuable book
- d) he had brought a number of books with him.

4. **When would Lalaji have felt happy about the excellent thing he had done ?**

- a) if he had not thrown out the book from the compartment.
- b) if he had thrown out someone else's book.
- c) if the book had been his own
- d) if he had torn off the book.

5. **'The Lion of the Punjab' means**

- a) a lion of the state of the Punjab
- b) that Lala Lajapati Roy was like a lion of the Punjab
- c) a title given to Lala Lajapathi Roy,
- d) the Chief Minister of the State of the Punjab

PASSAGE - 18

As soon as we think of the peacock, we also think of beauty. During the rainy season, when clouds appear in the sky, the peacock spreads its tail and dances beautifully. It is our national bird. The peacock's feather is also called the 'peacock-eye'. The peacock-eye is very beautiful. It is wonderful with silver-coloured eyes in the shape of a heart on a green background with blue, copper-coloured and gold-coloured lines around them.

A peacock can run secretly like a cat in order to escape from its enemies; it can also run fast like a snake. However, it is easily caught by a leopard, because it continues to look at the strange spots on the skin of the leopard until the leopard falls on it.

1. When does a peacock dance?

- a) when it feels happy
- b) when the sun shines very hot
- c) when the sky is full of clouds
- d) when rain falls from the sky

2. How is the shape of a peacock?

- a) Blue and gold- coloured eyes on a green back ground
- b) Blue, copper- coloured and wheat -coloured eyes on a green background
- c) Blue and green eyes on a green background
- d) Eyes with silver, blue, copper and gold colours on a green background

3. A peacock can run fast like a snake, becuse

- a) it wants to prove that it can be ahead of the snake
- b) it wants to hunt the snake
- c) it wants to protect itself from its enemies
- d) it thinks that none can catch it if it runs like a snake

4. Why can a peacock not escape from leopard?

- a) A leopard can run faster than a peacock
- b) A leopard eats away a peacock as soon as it sees it
- c) The spots on a leopard's body appears to be strange to a peacock
- d) A leopard is larger than a peacock

5. How did we recognise the speciality of the peacock?

- a) As our State bird
- b) Leaving the peacock without killing it
- c) As a beautiful bird
- d) As our national bird

PASSAGE - 19

There is a very valuable item in Nature. Not only human beings but also animals need trees. Many items that are useful to man are got from the tree. Stem, leaf, bark, root, flower, fruit, seed every part of the tree is in some way useful. For the manufacture of many medicines and drugs, parts of trees are essential.

During photo synthesis, a tree takes in carbon dioxide exhaled by men and animals. It releases oxygen which is very essential for human beings and animals to exist. It is also essential to keep the atmosphere well balanced. If we protect the tree, it will protect us.

"The tree protected protects us" is a well-known proverb. It also restricts erosion and maintains soil fertility. To be useful even after death, is the speciality of the tree.

1. Trees in Nature.....

- a) provide breathing air to human beings
- c) are lifeless

- b) supply only wood
- d) are an important part of it

2. Trees support the lives of.....

- a) human beings
- c) human beings and non-human beings

- b) monkeys
- d) other creatures

3. Parts of the tree

- a) give shelter
- c) are useful for manufacturing medicines

- b) are useful in many ways
- d) are valuable

4. Which gas does the tree take in ?

- a) carbon dioxide
- b) oxygen

- c) nitrogen

- d) hydrogen

5. What is the essence of the proverb "Tree protected protects us"

- a) to love the tree

- b) to worship the tree

- c) to cut the tree

- d) to protect the tree

PASSAGE - 20

Pearls are included in the 'Nine Gems'. It is said that pearls were previously found in the seawaters between India and Sri Lanka. But owing to pollution of our rivers, it is said that pearls are not getting formed now in India.

Natural pearls are available on the seacoasts of many countries like America and the Gulf countries. The Japanese are making artificial pearls in their sea waters. White ones are important in pearls, but pearls are available in other colours also. American ladies like black pearls, whereas Indian women like white pearls.

Instead of gold and silver threads, pearls in which nylon thread is inserted will be more durable. Pearl should not get wet. If they are wet, they should be cleaned with dry cloth. It makes them shine for a long time.

1. 'The pearl' means

- a) high quality breed
- b) a good person

- c) one which is white
- d) one of the nine gems

2. Pearls are not available in our country, because

- a) pearl oysters are removed from our seawater
- c) polluted water from rivers reaches the seas

- b) they are washed away by cyclones
- d) of fishing done in the sea

3. Who like black pearls ?

- a) Indian women
- c) American ladies

- b) Women from Gulf countries
- d) Japanese ladies

4. If we want to keep the glitter of pearls

- a) they should be dried often
- c) they should be kept in red paper

- b) whenever they get wet, they should be cleaned
- d) they should be kept in silk cloth

5. More pearls are available in Japan, because

- a) there are more pearl oysters there
- c) they get pearls from the sea water of other countries
- d) they make artificial pearls

- b) they collect the pearls efficiently

KEY TO PASSAGES

PASSAGE - 1

- 1) b 2) c 3) c 4) c 5) b

PASSAGE - 2

- 1) a 2) c 3) b 4) c 5) d

PASSAGE - 3

- 1) a 2) d 3) b 4) c 5) b

PASSAGE - 4

- 1) d 2) d 3) d 4) c 5) d

PASSAGE - 5

- 1) b 2) c 3) c 4) a 5) b

PASSAGE - 6

- 1) c 2) c 3) c 4) c 5) b

PASSAGE - 7

- 1) a 2) c 3) b 4) d 5) b

PASSAGE - 8

- 1) d 2) c 3) b 4) a 5) b

PASSAGE - 9

- 1) d 2) d 3) d 4) d 5) d

PASSAGE - 10

- 1) d 2) c 3) b 4) a 5) b

PASSAGE - 11

- 1) a 2) b 3) b 4) b 5) c

PASSAGE - 12

- 1) b 2) b 3) c 4) b 5) c

PASSAGE - 13

- 1) b 2) a 3) d 4) d 5) c

PASSAGE - 14

- 1) c 2) d 3) b 4) c 5) b

PASSAGE - 15

- 1) c 2) b 3) b 4) b 5) c

PASSAGE - 16

- 1) a 2) b 3) c 4) b 5) a

PASSAGE - 17

- 1) c 2) d 3) b 4) c 5) b

PASSAGE - 18

- 1) c 2) d 3) c 4) c 5) d

PASSAGE - 19

- 1) d 2) c 3) c 4) a 5) d

PASSAGE - 20

- 1) d 2) c 3) c 4) b 5) d



ANTONYMS - వ్యతిరేక పదములు

An Antonym is a word which is directly opposed to another in meaning.

వ్యతిరేకార్థమునిచ్చు పదములను Antonym అందురు.

There are two ways of making antonyms.

Antonyms ను రెండు రకాలుగా రూపొందించవచ్చు.

1) Choosing a new word

కొత్త పదమును ఎంచుకోవడం ద్వారా

Ex : wise × foolish

hot × cold

2) adding a prefix or a suffix like "im, in, un, dis, ir and less".

im, in, un, dis, ir less prefix (ఉపసర్గ) లేదా suffix (ప్రతిసర్గ) చేర్చడం ద్వారా

Ex : possible	×	impossible
dependent	×	independent
do	×	undo
satisfy	×	dissatisfy
responsible	×	irresponsible
careful	×	careless

STUDY THE FOLLOWING ANTONYMS :

above	అబౌ	పైన	×	below	బిలో	క్రింద
abridge	అబ్రిడ్జ్	తగ్గించు	×	amplify	యాంప్లిఫై	హెచ్చించు
absence	అబ్సెన్స్	లేకపోవుట	×	presence	ప్రజెన్స్	ఉనికి
absolute	యాబ్సల్యూట్	ఖచ్చితమైన	×	conditional	కండిషనల్	షరతులతో కూడిన
absurd	యాబ్సర్డ్	న్యాయవిరుద్ధమైన	×	rational	రేషనల్	న్యాయానుసారమైన
abundance	అబండన్స్	సమృద్ధి	×	scarcity	స్కార్సిటీ	కొరత
accelerate	యాక్సిలరేట్	వేగం పెంచు	×	retard	రిటార్డ్	వేగం తగ్గించు
accept	యాక్సెప్ట్	అంగీకరించు	×	reject	రిజెక్ట్	తిరస్కరించు
accord	అకార్డ్	అంగీకారం	×	discord	డిస్కార్డ్	విరోధము
acquit	అక్విట్	నిర్దోషిగా నిర్ధారించు	×	convict	కన్విక్ట్	నేరం మోపు
active	యాక్టివ్	చురుకైన	×	passive	పాసివ్	చురుగుదనం లేని
			×	dull	డల్	నిరసమైన
			×	idle	ఇడిల్	నొమరి అయిన
adamant	యాడమంట్	తలదీరుసైన	×	yielding	యీల్డింగ్	లోబడిడు
amateur	అమచ్యూర్	వృత్తిపర నైపుణ్యం	×	professional	ప్రోఫెషనల్	వృత్తిపరమైన
ambiguous	యాంబిగ్యుయస్	అన్వష్టమైన	×	clear	క్లియర్	స్పష్టమైన
analysis	ఎనాలిసిస్	విశ్లేషణ	×	synthesis	సింథసిస్	సంయోగం
ancient	ఎన్ఐంట్	పురాతనమైన	×	modern	మోడరన్	ఆధునికమైన
anger	యాంగర్	కోపం	×	forbearance	ఫర్ బేరెన్స్	ఓర్పు
ancestor	యాన్సెస్టర్	పూర్వీకుడు	×	descendant	డిసెండ్ఎంట్	పరిశిష్టుడు

appetite	యాపిటైట్	ఆకలి	× distaste	డిస్టేస్ట్	అప్రీతి
appreciate	అప్రీషియేట్	మెచ్చుకొను	× depreciate	డిప్రీషియేట్	అవమానపరచు
arrest	అరెస్ట్	నిర్బంధించు	× release	రిలీజ్	విడిచిపెట్టు
arrogant	యారగంట్	తలచిరుసైన	× humble	హంబల్	నెమ్మదైన
arrival	అరైవల్	రాక	× departure	డిపార్చర్	పోక
artificial	ఆర్టిఫిషియల్	కృత్రిమమైన	× natural	నేచురల్	సహజమైన
ascend	అసెండ్	ఎక్కు	× descend	డిసెండ్	దిగు
bold	బోల్డ్	ధైర్యంగల	× timid	టిమిడ్	పిరికియైన
borrow	బారొ	అరువుతీసుకొను	× lend	లెంట్	బదులివ్వ
bottom	బాటమ్	అడుగుభాగం	× top	టాప్	ఎగువభాగం
brave	బ్రేవ్	ధైర్యంగల	× coward	కవర్డ్	పిరికియైన
broad	బ్రాడ్	విశాలమైన	× narrow	న్యారో	ఇరుకైన
build	బిల్డ్	నిర్మించు	× destroy	డిస్ట్రాయ్	నాశనం చేయు
busy	బిజి	శ్రమించెడి	× idle	ఐడిల్	సోమరియైన
			× lazy	లేజి	బద్ధకం గల
assent	అసెంట్	అంగీకారము	× dissent	డిసెంట్	సమ్మతించరపోవుట
assemble	అసెంబల్	హాజరగు/ పోగగు	× disperse	డిస్పర్స్	విడిపోవు, చెల్లాచెదరవు
associate	అసోసియేట్	సంఘంగా ఏర్పడు	× avoid	అవాయిడ్	తప్పించుకొను
attack	అటాక్	దాడిచేయు	× defend	డిఫెండ్	రక్షించుకొను
attack	అటాక్	దాడి	× defence	డిఫెన్స్	రక్షణ
attraction	అట్రాక్షన్	ఆకర్షణ	× repulsion	రిపల్షన్	వికర్షణ
attract	అట్రాక్ట్	ఆకర్షించు	× repel	రిపెల్	వికర్షించు
augment	ఆగ్మెంట్	అధికం చేయు	× decrease	డిక్రీజ్	తగ్గించు
authentic	అథెంటిక్	నిజమైన	× spurious	స్పూరియస్	కల్పితమైన
auspicious	ఆస్పిషస్	శుభప్రదమైన	× inauspicious	ఇనాస్పిషస్	అశుభప్రదమైన
awake	అవేక్	మేల్కొనివున్న	× asleep	అస్లీప్	నిద్రపోతున్న
awkward	ఆక్వర్డ్	వికారమైన	× graceful	గ్రేస్ఫుల్	అందమైన
backward	బాక్వర్డ్	వెనుకకు	× forward	ఫార్వర్డ్	ముందుకు
barbarous	బార్బరస్	అనాగరికమైన	× civilized	సివిలైజ్డ్	నాగరికమైన
barron	బ్యారన్	నిస్సారమైన	× fertile	ఫర్టిల్	సారవంతమైన
base	బేస్	అధమమైన	× noble	నోబుల్	ఘనమైన
beauty	బ్యూటీ	అందం	× ugliness	అగ్లినెస్	వికారము
beautiful	బ్యూటీఫుల్	అందమైన	× ugly	అగ్లి	వికారమైన
beginning	బిగినింగ్	ప్రారంభం	× end	ఎండ్	సమాప్తం
beneficial	బెనిఫిషియల్	మేలుచేసెడి	× harmful	హార్మఫుల్	రీడుచేసెడి
benevolent	బెనీవలెంట్	దయగల	× malevolent	మలెవలెంట్	ఇతరులకు హాని కలగాలని కోరుకొనే
bello	బిలై	అపోహ కలిగించు	× justify	జస్టిఫై	న్యాయం చేయు
believe	బిలీవ్	సమ్ము	× doubt	డౌట్	అనుమానించు
benign	బినైన్	దయగల	× cruel	క్రూయల్	క్రూరమైన
best	బెస్ట్	ఉత్తమమైన	× worst	వర్స్ట్	అధమమైన

bind	బైండ్	బంధించు	× release	రిలీజ్	విడిచిపెట్టు
birth	బర్త్	పుట్టుక	× death	డెత్	మరణము
bitter	బిటర్	చేదైన	× sweet	స్వీట్	తీసి తిను
blame	బ్లేమ్	నిందించు	× praise	ప్రయిజ్	మెచ్చుకొను
bleak	బ్లీక్	నిరాశతో కూడిన	× cheerful	చీర్ఫుల్	సంతోషకరమైన
blunt	బ్లన్ట్	పదునైన	× sharp	షార్ప్	పదునైన
boisterous	బాయిస్టరస్	కల్లోలమైన	× placid	ప్లాసిడ్	శాంతమైన
consolidate	కన్సాలిడేట్	బలపరచు	× weaken	వీకెన్	బలహీనపరచు
contempt	కన్టెంప్ట్	అనమానకర ప్రవర్తన	× esteem	ఎస్టీమ్	గొప్ప గౌరవము
continue	కంటిన్యూ	కొనసాగించు	× terminate	టెర్మినేట్	అంతం చేయు
contract	కంట్రాక్ట్	కుదించు	× expand	ఎక్స్పాండ్	విస్తరించు, ఎక్కుపడేయు
country	కంట్రీ	గ్రామము	× town	టౌన్	పట్టణం
courtesy	కర్టసీ	మర్యాద	× rudeness	రూడ్నెస్	అమర్యాద
create	క్రియేట్	సృష్టించు	× destroy	డిస్ట్రాయ్	నాశనం చేయు
creation	క్రియేషన్	సృష్టి	× destruction	డిస్ట్రక్షన్	నాశనం
calculate	కాల్క్యులేట్	లెక్కించు	× guess	గెస్	ఊహించు
calm	కామ్	ప్రశాంతమైన	× stormy	స్టార్మి	ప్రకోపించిన
callous	కాలస్	క్రూరమైన	× kind	కైండ్	దయగల
camouflage	క్యామఫ్లేజ్	దాచు	× reveal	రివీల్	ఊహించగలము చేయు
candid	క్యాన్డిడ్	కపటం లేని	× evasive	ఇవేజివ్	కపటమైన
captivate	క్యాప్టివేట్	ఆకర్షించు	× repel	రిపెల్	చెదరగొట్టు
care	కేర్	శ్రద్ధ	× neglect	నెగ్లెక్ట్	అశ్రద్ధ
carnal	కార్నల్	భౌతిక	× spiritual	స్పిరిచ్యుయల్	ఆధ్యాత్మికమైన
casual	క్యాజువల్	సాధారణమైన	× formal	ఫార్మల్	వ్యావహారికమైన
catholic	క్యాథలిక్	విశాలమైన	× narrow-minded	నార్మొమైండిడ్	సంకుచితమైన
celebrated	సెలబ్రేటిడ్	ప్రసిద్ధమైన	× unknown	అన్నోన్	తెలియని
cement	సిమెంట్	గట్టిగా తయారుచేయు	× disintegrate	డిజింటిగ్రేట్	విడిపోవు
censure	సెన్సర్	నిందించు	× praise	ప్రైజ్	ప్రశంసించు
cheap	చీప్	చౌకైన	× dear	డియర్	ధర ఎక్కువైన
clandestine	క్లౌన్డెస్టైన్	దాగివున్న	× open	ఓపెన్	ఊహించగలమైన
classic	క్లసిక్	శాస్త్రీయమైన	× romantic	రోమాంటిక్	గట్టుకమైన
clever	క్లెవర్	తెలివైన	× stupid	స్టూపిడ్	తెలివలేని
coarse	కోర్స్	ముతక	× fine	ఫైన్	నూర్జుమైన
comic	కామిక్	హాస్యకరమైన	× tragic	ట్రాజిక్	విచారకరమైన
common	కామన్	సాధారణమైన	× rare	రేర్	అరుదునైన
compact	కంప్యాక్ట్	బంధించు	× diffuse	డిఫ్యూజ్	వెదదాల్చు
compress	కంప్రెస్	ఒత్తిడితెచ్చు	× expand	ఎక్స్పాండ్	విస్తరించు
conceal	కన్సీల్	దాచు	× reveal	రివీల్	ఊహించగలవరచు
conceit	కన్సీట్	అహంభావం	× modesty	మోడిస్టీ	చిదభావం

derogatory	డిరోగేటరీ	హానికరమైన	× laudatory	లాడేటరీ	హానిలే (1)
despair	డిస్పైర్	నిరాశ	× hope	హోప్	ఆశ
destructive	డిస్ట్రక్టివ్	వినాశనకరమైన	× constructive	కన్స్ట్రక్టివ్	నిర్మాణాత్మకమైన
devil	డెవిల్	దయ్యం	× god	గాడ్	దేవుడు
diabolic	డయబాలిక్	క్రూరమైన	× kind	కైండ్	దయగల
difference	డిఫరెన్స్	భేదము	× resemblance	రిసెంబ్లన్స్	సారూప్యత
difficulty	డిఫికల్టీ	కష్టము	× ease	ఈజ్	సులభము
diligent	డిలిజంట్	చురుకైన	× lazy	లేజీ	సోమరియైన
divide	డివైడ్	భాగించు	× multiply	మల్టిప్లై	గుణించు
docile	డౌసైల్	మన్నికైన	× headstrong	హెడ్స్ట్రాంగ్	తలబిరుసు
domestic	డొమెస్టిక్	స్వదేశీ	× foreign	ఫారిన్	విదేశీ
doubt	డౌట్	అనుమానం	× trust	ట్రస్ట్	సమ్మగ్గం
dwarf	డ్వార్ఫ్	మరుగుజ్జు	× giant	జైయంట్	భారీ వాడు
eager	ఈగర్	ఆసక్తిగల	× indifferent	ఇన్డిఫరెంట్	అనాసక్తిగల
early	ఎర్లీ	త్వరగా	× late	లేట్	ఆలస్యంగా
foreign	ఫారిన్	విదేశీ	× native	నేటివ్	స్వదేశీ
former	ఫార్మర్	మొదటి	× latter	లేటర్	రెండవ
frank	ఫ్రాంక్	కవటం లేని	× reticent	రెటిసెంట్	కవటమైన
free	ఫ్రీ	స్వేచ్ఛగల	× bound	బౌండ్	స్వేచ్ఛలేని
freedom	ఫ్రీడమ్	స్వేచ్ఛ	× slavery	స్లేవరీ	బానిసత్వం
frequent	ఫ్రీక్వెంట్	తరచు	× occasional	అకేషనల్	సందర్భాత్మకమైన
fresh	ఫ్రెష్	తాజా	× stale	స్టేల్	నిల్వబడిన
friend	ఫ్రెండ్	స్నేహితుడు	× enemy	ఎనిమి	శత్రువు
friendly	ఫ్రెండ్లీ	స్నేహపూర్వకమైన	× hostile	హాస్టైల్	స్నేహభావం లేని
front	ఫ్రంట్	ముందు	× back	బ్యాక్	వెనుక
fruitful	ఫ్రూట్ఫుల్	ఫలవంతమైన	× futile	ఫ్యూటైల్	నిరర్థకమైన
funny	ఫన్నీ	తమాషా అయిన	× serious	సీరియస్	గంభీరమైన
gain (n)	గెయిన్	లాభం	× loss	లాస్	నష్టం
gain (v)	గెయిన్	పొందు	× lose	లుజ్	పొగొట్టుకొను
gather	గ్యాదర్	ప్రొగుచేయు	× disperse	డిస్పర్స్	చెల్లాచెడుచేయు
general	జనరల్	సాధారణమైన	× particular	పర్టిక్యులర్	ప్రత్యేకమైన
generosity	జనరాసిటీ	ఔదార్యం	× stinginess	స్టింగిసెస్	లోభిత్వం
gentle	జెంటిల్	మృదువైన	× rude	రూట్	మోటున
genuine	జెన్యుయ్	నిజమైన	× spurious	స్పూరియస్	అవాస్తవమైన
gloomy	గ్లోమి	విచారకరమైన	× cheerful	చీర్ఫుల్	సంతోషకరమైన
glory	గ్లోరి	కీర్తి	× shame	షేమ్	అవమానం
gorgeous	గార్టియస్	ప్రకాశవంతమైన	× simple	సింపుల్	సాధారణమైన
external	ఎక్స్టెరియల్	బాహ్య	× internal	ఇంటెరియర్	లోపలి
exterior	ఎక్స్టిరియర్	వెలుపలి	× interior	ఇంటీరియర్	లోపలి
excess	ఎక్సెస్	అధికం	× dearth	డియర్త్	తక్కువ
extravagant	ఎక్స్ట్రావగంట్	దుబారాచేసేడు	× frugal	ఫ్రూగల్	సొంపుగల

fact	ఫాక్ట్	వాస్తవం	× fiction	ఫిక్షన్	కల్పితం
fail	ఫేల్	విఫలమగు	× succeed	సక్సీడ్	జయించు
failure	ఫెయ్యూర్	విఫలం	× success	సక్సెస్	విజయం
fair	ఫేయిర్	అందమైన	× foul	ఫౌల్	మలినమైన
familiar	ఫమిలియర్	తెలిసిన	× strange	స్ట్రేంజ్	అపరిచితమైన, విదేశీ
ferocious	ఫెరోషియస్	క్రూరమైన	× gentle	జెంటిల్	మృదువైన
			mild	మైల్డ్	సాధువైన
fickle	ఫికల్	చంచలమైన	× constant	కాన్స్టంట్	స్థిరమైన
final	ఫైనల్	చివరి	× initial	ఇనీషియల్	మొదటి
firm	ఫర్మ్	దృఢమైన	× loose	లూజ్	వదులైన
flexible	ఫ్లెక్సిబల్	అదృఢమైన	× rigid	రిజిడ్	దృఢమైన
healthy	హెల్థీ	ఆరోగ్యకరమైన	× diseased	డిసీజెడ్	రోగగ్రస్తమైన
hear	హియర్	విను	× ignore	ఇగ్నోర్	పట్టించుకొనకపోవు
heaven	హెవెన్	స్వర్గం	× hell	హెల్	నరకం
help	హెల్ప్	సహాయం చేయు	× hinder	హిండర్	ఆటంకపరచు
hide	హైడ్	దాచు	× divulge	డైవల్జ్	బయటపెట్టు
high	హై	ఎత్తైన, ఎక్కువైన	× low	లో	లోతైన, తక్కువైన
height	హైట్	ఎత్తు	× depth	డెప్త్	లోతు
hollow	హోలో	(లోన) భాళీగా వున్న	× solid	సాలిడ్	ఘనమైన
honour	అనర్	గౌరవం	× shame	షేమ్	అగౌరవం
humble	హంబల్	అణకువ గల	× proud	ప్రౌడ్	గర్వం గల
humility	హ్యూమిలిటీ	అణకువ	× pride	ప్రైడ్	గర్వం
hurry	హర్రీ	తొందర	× delay	డిలే	ఆలస్యం
hurt	హర్ట్	గాయపరచు	× heal	హీల్	నయంచేయు
hypocrisy	హిపోక్రసీ	మోసం	× sincerity	సిన్సియారిటీ	నిజాయితీ
impenitent	ఇంపెనిటెంట్	తప్పుకు బాధపడని	× repentant	రిపెంటెంట్	పశ్చాత్తాపపడి
indifferent	ఇన్డిఫరెంట్	అనాసక్తి గల	× curious	క్యూరియస్	ఆసక్తి గల
infernal	ఇన్ఫర్నల్	నరకానికి సంబంధించిన	× heavenly	హెవెన్లీ	స్వర్గానికి సంబంధించిన
inhale	ఇన్హేల్	శ్వాస తీసుకొను	× exhale	ఎగ్జేల్	శ్వాస విడుచు
innocent	ఇన్నొసెంట్	అమాయకమైన	× guilty	గిల్టీ	నేరంతో నిండిన
insipid	ఇన్సిపిడ్	రుచిలేని	× tasty	టేస్టీ	రుచిగల
insult	ఇన్సల్ట్	అవమానం	× honour	అనర్	గౌరవం
interesting	ఇంటరెస్టింగ్	ఆసక్తికరమైన	× dull	డల్	నీరసమైన
			uninteresting	అసంబరెస్టింగ్	అనాసక్తికరమైన
jolly	జాలీ	ఆనందకరమైన	× gloomy	గ్లోమి	పిచారకరమైన
joy	జాయ్	ఆనందం	× sorrow	సారౌ	పిచారం
just	జస్ట్	నిజాయితీగల, న్యాయమైన	× unjust	అన్జస్ట్	అన్యాయమైన
			× unfair	అన్ఫేయిర్	నిజాయితీలేని
keep	కీప్	ఉంచు	× discard	డిస్కార్డ్	పారవేయు
knowledge	నాలెడ్జ్	జ్ఞానం	× ignorance	ఇగ్నొరెన్స్	అజ్ఞానం
labour	లేబర్	శ్రమ	× repose	రిపోజ్	విశ్రాంతి

languid	లాంగ్విడ్	చలాకీగా లేని	× energetic	ఎనర్జెటిక్	చలాకీ అయిన
grant	గ్రాంట్	మంజూరుచేయు	× refuse	రిఫ్యూజ్	తిరస్కరించు
grief	గ్రీఫ్	దుఃఖం	× solace	సాలేస్	ఓదార్పు
grotesque	గ్రోటెస్క్	పాత	× congruous	కాన్‌గ్రుయస్	కొత్త
growth	గ్రోత్	పెరుగుదల	× decay	డికే	క్షీణత
hamstring	హ్యామ్‌స్ట్రింగ్	శక్తిహీనం చేయు	× strengthen	స్ట్రెంగ్థెన్	బలపరచు
happy	హ్యాపీ	ఆనందకరమైన	× unhappy	అన్‌హ్యాపీ	ఆనందములేని
			miserable	మిజరబల్	భాదాగరమైన
happiness	హ్యాపినెస్	ఆనందం	× misery	మిజరి	దుఃఖము
hard	హార్డ్	కఠినమైన	× soft	సాఫ్ట్	మెత్తని
harmony	హార్మనీ	సామరస్యము	× discord	డిస్‌కార్డ్	సమాస్వయలేమి
harsh	హార్ష్	కఠినమైన	× melodious	మెలోడియస్	శ్రావ్యమైన
hastily	హేస్టిలీ	త్వరగా	× leisurely	లీజర్లీ	నిదానంగా
head	హెడ్	తల	× tail	టెయిల్	తోట
lethargic	లెథర్జిక్	శక్తిలేని	× energetic	ఎనర్జెటిక్	శక్తిగల
liberty	లిబర్టీ	స్వేచ్ఛ	× slavery	స్లేవరి	బానిసత్వం
limit	లిమిట్	హద్దుల్లో ఉండు	× stretch	స్ట్రెచ్	విస్తరించి ఉండు
liquid	లిక్విడ్	ద్రవ	× solid	సాలిడ్	ఘన
loose	లూజ్	వదులైన	× tight	టైట్	బిగువైన
love(n)	లా	ప్రేమ	× hatred	హేట్రిడ్	ద్వేషం
love(v)	లా	ప్రేమించు	× hate	హేట్	ద్వేషించు
lovely	లాల్లీ	అందమైన	× hideous	హిడియస్	భయంకరమైన
loud	లాడ్	బిగ్గరైన	× soft	సాఫ్ట్	మృదువైన
make	మేక్	తయారుచేయు	× mar	మార్	నాశనం చేయు, పాడుచేయు
malice	మ్యాలిస్	ద్వేషము	× goodwill	గుడ్‌విల్	ప్రభావం, ప్రీతి
male	మేల్	మగ	× female	ఫిమేల్	ఆడ
major	మేజర్	పెద్ద	× minor	మైనర్	చిన్న
majority	మెజారిటీ	అధిక సంఖ్యాకులు	× minority	మైనారిటీ	చిన్న సంఖ్యాకులు
mandatory	మ్యాన్డేటరీ	తప్పనిసరి	× optional	ఆప్షనల్	అప్రత్యేకము
mark	మార్క్	గుర్తించు	× erase	ఇరేజ్	తొడిచివేయు
masculine	మాస్క్యులిన్	పులింగ	× feminine	ఫెమినిన్	స్త్రీలింగ
master	మాస్టర్	యజమాని	× servant	సర్వెంట్	సేవకుడు
material	మెటీరియల్	భౌతిక	× spiritual	స్పిరిచ్యుయల్	అధ్యాత్మిక
maximum	మ్యాగ్నిమమ్	గరిష్ట	× minumum	మినిమమ్	కనిష్ట
meagre	మీగర్	కొరత అయిన	× plentiful	ప్లెంటిఫుల్	సమృద్ధి అయిన
merit	మెరిట్	యోగ్యత	× demerit	డీమెరిట్	యోగ్యతలేమి
mighty	మైటీ	శక్తివంతమైన	× weak	వీక్	అలంకారము
miserly	మైజర్లీ	లోభత్వంతో కూడిన	× generous	జనరస్	ఉదారత్వం గల
mix	మిక్స్	కలుపు	× separat	సెపరేట్	విడదీయు
mobile	మొబైల్	చలించెడి	× stationary	స్టేషనరీ	కదలని

moderate (adj)	మోడరేట్	మితమైన	× excessive	ఎక్సెసివ్	ఎక్కువైన
moderate (n)	మోడరేట్	మితవాది	× extremist	ఎక్స్ట్రీమిస్ట్	తీవ్రవాది
modest	మోడెస్ట్	అణకువ గల	× conceited	కన్సిటెడ్	అణకువ లేని
moist	మాయిస్ట్	తేమగా ఉన్న	× dry	డ్రై	ఎండిపోయిన
			arid	ఆరిడ్	పొడిగా ఉన్న
morbid	మార్బిడ్	జబ్బుపడిన	× healthy	హెల్థీ	ఆరోగ్యంగా ఉన్న
motion	మోషన్	కదలిక	× rest	రెస్ట్	విశ్రాంతి
native	నేటివ్	స్వదేశీ	× alien	అలీన్	విదేశీ
lead	లీడ్	నాయకత్వం వహించు	× follow	ఫాలో	అనుసరించు
leader	లీడర్	నాయకుడు	× follower	ఫాలోయర్	అనుచరుడు
lenient	లీనియంట్	సహనం గల, కఠినం కాని	× strict	స్ట్రిక్ట్	కఠినమైన
let	లెట్	అనుమతించు	× stop	స్టాప్	ఆపు
normal	నార్మల్	సాధారణమైన	× abnormal	అబ్నార్మల్	అసాధారణమైన
novel	నావెల్	కొత్త	× common	కామన్	సామాన్యమైన
now	నౌ	ఇప్పుడు	× then	దెన్	అప్పుడు
obey	ఒబే	విధేయతగా ఉండు	× disobey	డిస్ఓబే	అవిధేయతగా ఉండు
obscure	అబ్స్క్యూర్	తెలియని	× prominent	ప్రొమినెంట్	ప్రముఖమైన
obstinate	అబ్స్టినేట్	మొండి అయిన	× flexible	ఫ్లెక్సిబిల్	వంగే స్వభావం గల
odd	ఆడ్	వింతైన	× even	ఈవెన్	సమమైన
offensive	ఆఫెన్సివ్	బాధించేది	× pleasing	ప్లీజింగ్	సంతోషకరమైన, సరసమైన
offer	ఆఫర్	ఇచ్చు	× withdraw	విత్ డ్రా	తీసుకొను
omit	ఒమిట్	విడిచిపెట్టు	× include	ఇన్ క్లూడ్	కలుపు
optimist	ఆప్టిమిస్ట్	ఆశావాది	× pessimist	పెసిమిస్ట్	నిరాశావాది
optional	ఆప్షనల్	స్వచ్ఛందమైన	× compulsory	కంపల్సరీ	తప్పనిసరి అయిన
oral	ఓరల్	నోటిమాటగా వచ్చిన	× written	రిటెన్	రాతపూర్వకమైన
pacify	పసిఫై	శాంతింపజేయు	× irritate	ఇరిటేట్	పిసిగించు
painful	పెయిన్ఫుల్	భాధాకరమైన	× soothing	సూడింగ్	ఉపశమింపజేసేది
pardon	పార్డన్	క్షమించు	× curse	కర్స్	శపించు
part	పార్ట్	కొంత భాగము	× whole	హోల్	అంతా
particular	పర్టిక్యులర్	ప్రత్యేకమైన	× general	జనరల్	సాధారణమైన
partner	పార్టనర్	భాగస్వామి	× competitor	కాంపిటీటర్	పోటీదారుడు
permanent	పర్మనెంట్	శాశ్వతమైన	× temporary	టెంపరరీ	తాత్కాలికమైన
permission	పర్మిషన్	అనుమతి	× refusal	రిఫ్యూజల్	తిరస్కరణ
persuade	పర్స్వేడ్	ఒప్పించు	× dissuade	డిస్స్వేడ్	తిరస్కరించు
perturbing	పర్టరీంగింగ్	చికాకుపరచేది	× calm	కామ్	ప్రశాంతమైన
pleasure	ప్లెజర్	ఆనందం	× pain	పెయిన్	బాధ
pompous	పాంపస్	డాంధికమైన	× humble	హంబుల్	అణకువ గల
praise	ప్రైజ్	పోగుడు	× defame	డిఫేమ్	అవదీర్చి కీలుగజేయు
precious	ప్రిషస్	విలువైన	× cheap	చీప్	చౌగైన
prologue	ప్రోలాగ్	ఉపోద్ఘాతం	× epilogue	ఎపిలాగ్	నాటకాంతం

prolong	ప్రోలాంగ్	పొడిగించు
savage	శావిజ్	అనాగరిక
save	సేవ్	పొదుపుచేయు
saviour	సేవియర్	రక్షకుడు
severe	సివియర్	కఠినమైన
shy	షై	సిగ్గుగల
simple	సింపుల్	సాధారణమైన
sin	సిన్	పాపం
sink	సింక్	మునుగు
smile	స్మైల్	నవ్వు
neat	నీట్	శుభ్రమైన
nimble	నింబల్	చురుకైన
noble	నోబుల్	మంచి
noise	నాయిస్	శబ్దం
prose	ప్రోజ్	గద్యం
positive	పాజిటివ్	అనుకూలమైన
profit	ప్రాఫిట్	లాభం
progress	ప్రోగ్రెస్	పురోగమనము
prohibit	ప్రోహిబిట్	నిషేధించు
prompt	ప్రాప్టు	వేగంగా
prone	ప్రోన్	సాష్టాంగపడిన
prudence	ప్రుడెన్స్	తెలివి
punish	పనిష్	శిక్షించు
raid	రైడ్	దాడిచేయు
raise	రైజ్	పైకిలేపు
rapidity	ర్యాపిడిటీ	వేగం
rare	రేర్	అరుదైన
rash	ర్యాష్	దురుసైన
real	రియల్	నిజమైన
rear	రియర్	వెనుక
rebellious	రెబెలియస్	విప్లవ భావాలు కల
rebuke	రిబ్యూక్	దూషించు
rectify	రెక్టిఫై	సరిచేయు
refund	రిఫండ్	తిరిగి ఇచ్చు
refute	రిఫ్యూట్	కాదని చెప్పు
reluctant	రిలక్టంట్	అయిష్టంతో కూడిన
remember	రిమెంబర్	గుర్తుంచుకొను
reputation	రెప్యూటేషన్	ప్రతిష్ఠ
restrain	రిస్ట్రెయిన్	ఆపు
right	రైట్	కుడి
rough	రఫ్	గరుకైన

x shorten
x civilized
x spend
x destroyer
x lenient
x impudent
x complex
x virtue
x float
x frown
x filthy
x lazy
x ignoble
x quietness
x poetry
x negative
x loss
x regress
x permit
x slow
x supine
x indiscretion
x reward
x retreat
x lower
x slowness
x common
x steady
x imaginary
x front
x submissive
x praise
x falsify
x withhold
x confirm
x eager
x forget
x notoriety
x incite
x left
x smooth

షార్టెన్	తగ్గించు
సివిలైజ్డ్	నాగరిక
స్పెండ్	ఖర్చుచేయు
డిస్ట్రాయర్	వినాశకుడు
లీనియంట్	కఠినం కాని
ఇంప్యూడెంట్	సిగ్గుమాలిన
కాంప్లెక్స్	క్లిష్టమైన
వర్చ్యు	పుణ్యం
ఫ్లోట్	తేలు
ఫ్రౌన్	ముఖము దిగ్గించు
ఫిల్టీ	మురికిగా వున్న
లేజీ	సోమరిగా వున్న
ఇగ్నోబుల్	నీచమైన
క్వయిట్నెస్	నిశ్శబ్దం
పోయెట్రీ	కవిత్వం
నెగటివ్	ప్రతికూలమైన
లాస్	నష్టం
రిగ్రెస్	తిరోగమనము
పర్మిట్	అనుమతించు
స్లో	నిదానమైన
సుపైన్	వెల్లడిలా పడుకొన్న
ఇన్డిస్క్రీషన్	అవివేకము
రివార్డ్	బహుమతి
రిట్రీట్	వెనుతిరుగు
లోయర్	క్రిందికి దించు
స్లోనెస్	నిదానం
కామన్	సామాన్యమైన
స్టేడి	నిశ్చలమైన
ఇమేజినరీ	దృశ్యకర్మమైన
ఫ్రంట్	ముందు
సబ్మిసివ్	సమీపిగల
ప్రైజ్	మెచ్చ
ఫాల్సిఫై	తప్పుచేయు
విత్హోల్డ్	ఆపివేయు
రన్స్ఫర్మ్	ధృవపరచు
రుగర్	అత్యంతో కూడిన
ఫర్గెట్	గుర్తుచేయు
నోటోరియెటీ	అప్రతిష్ఠ
ఇన్సైట్	పురికొల్పు
లెఫ్ట్	ఎడమ
స్మూత్	మృదుమైన

round	రౌండ్	గుండ్రని	× flat	ఫ్లాట్	బల్లపరు
rude	రూడ్	అమర్యాదకరమైన	× polite	పొలైట్	మర్యాదకరమైన
sacred	శాక్రిడ్	పవిత్రమైన	× profane	ప్రఫేన్	అపవిత్రమైన
sad	శాడ్	విచారకరమైన	× glad	గ్లాడ్	సంతోషకరమైన
safe	సేఫ్	సురక్షితమైన	× dangerous	డేంజరస్	ప్రమాదకరమైన
unite	యునైట్	కలుపు	× separate	సెపరేట్	విడదీయ
use	యూజ్	ఉపయోగించు	× misuse	మిస్యూజ్	దుర్వినియోగం చేయు
vacant	వేకంట్	ఖాళీగా వున్న	× occupied	అక్యుపైడ్	నిండియున్న
vague	వేగ్	అస్పష్టమైన	× exact	ఎగ్జాక్ట్	సరియైన
vain	వెయిన్	అహంభావపూరితమైన	× modest	మోడెస్ట్	నమ్రతగల
victory	విక్టరీ	విజయం	× defeat	డిఫీట్	అపజయం
violent	వయలెంట్	హింసాత్మకమైన	× peaceful	పీస్ఫుల్	శాంతియుతమైన
virtue	వర్చ్యు	సద్గుణం	× vice	వైస్	దుర్గుణం
steadily	స్టెడిలీ	నిలకడగా	× unsteadily	అన్స్టెడిలీ	నిలకడ లేని
steep	స్టీప్	నిట్రముగా వున్న	× flat	ఫ్లాట్	చదునైన
straight	స్ట్రేట్	నిలువుగా వున్న	× curved	కర్వెడ్	వంగివున్న
stranger	స్ట్రేంజర్	కొత్త వ్యక్తి	× acquaintance	అక్వెయిన్టెన్స్	పరిచయస్థుడు
sublime	సబ్లైమ్	అద్భుతమైన	× ridiculous	రిడిక్యులస్	పరిహాసకమైన
superficial	సుపర్ఫిషియల్	పైపైన వున్న	× profound	ప్రఫౌండ్	లోతైన
superior	సుపీరియర్	ఉన్నతస్థాయిలో వున్న	× inferior	ఇన్ఫీరియర్	తక్కువ స్థాయిలో ఉన్న
sweet	స్వీట్	తీయని	× sour	సోర్	చేదైన
swift	స్విఫ్ట్	వేగవంతమైన	× slow	స్లో	నెమ్మదైన
sympathy	సింపఠీ	సానుభూతి	× antipathy	యాంటిపఠి	తీవ్ర అభిరుచి
synonym	సినానిమ్	సమానార్థకము	× antonym	యాంటినిమ్	వ్యతిరేకార్థము
system	సిస్టమ్	క్రమవిధానము	× chaos	చేయస్	అవ్యక్త స్థితి
tame	టేమ్	పెంపుడు	× wild	వైల్డ్	క్రూర
teacher	టీచర్	ఉపాధ్యాయుడు	× student	స్టూడెంట్	విద్యార్థి
thankful	థ్యాంక్ఫుల్	కృతజ్ఞత గల	× thankless	థ్యాంక్లెస్	కృతజ్ఞత లేని
theory	థియరీ	సిద్ధాంతం	× practice	ప్రాక్టీస్	అభ్యాసం
thick	థిక్	మందమైన	× thin	థిన్	వలుచని
thrifty	థ్రిఫ్టీ	పొదుపైన	× extravagant	ఎక్స్ట్రావగంట్	ఖర్చుపెట్టడి
tragedy	ట్రాజెడి	విషాదం	× comedy	రామెడి	హాస్యం
tranquil	ట్రాంక్విల్	ప్రశాంతమైన	× agitated	యాగిటేటిడ్	రోషంతో కూడిన
transparent	ట్రాన్స్పరెంట్	పారదర్శకమైన	× opaque	ఒపేక్	రాంతి నిరోధకమైన
treacherous	ట్రెచరస్	ద్రోహబుద్ధిగల	× loyal	లాయల్	విశ్వాసపూర్ణ గల
trust	ట్రస్ట్	సమ్మతం	× doubt	డౌట్	అనుమానం
			distrust	డిస్ట్రస్ట్	అనునమ్మకం
truth	ట్రూత్	నిజం	× falsehood	ఫాల్స్‌హుడ్	అబద్ధం
uniform	యునిఫార్మ్	ఒకేరకమైన	× variable	వేరియబుల్	రకరకమైన
vision	విజన్	దృష్టి	× blindness	బ్లైండినెస్	అంధత్వం

vivid	వివిడ్	ప్రకాశవంతమైన	x dull	దల్	మసకైన
voluntary	వాలంటరీ	స్వచ్ఛందమైన	x compulsory	కంపల్సరీ	తప్పనిసరైన
vulgar	వల్గర్	అసభ్యమైన	x cultured	కల్చర్డ్	సంస్కారమంతటైన
war	వార్	యుద్ధం	x peace	పీస్	శాంతి
warmth	వార్మ్త్	వెచ్చదనం	x coolness	కూల్నెస్	చల్లదనం
waste	వేస్ట్	వృధాచేయు	x save	సేవ్	పొదుపుచేయు
wax	వ్యాక్స్	వృద్ధిచెందు	x wane	వేన్	క్షీణించు
weak	వీక్	బలహీనమైన	x strong	స్ట్రాంగ్	బలమైన
weal	వీల్	క్షేమము	x woe	వూ	దుఃఖము
wealth	వెల్త్	సంపద	x poverty	పావర్టీ	దారిద్ర్యము
wet	వెట్	తడిగావున్న	x dry	డ్రై	ఎండిన
wicked	విక్డ్	మోసబుద్ధి గల	x virtuous	వర్చ్యుయస్	మంచిబుద్ధి గల
wide	వైడ్	విశాలమైన	x narrow	న్యారొ	ఇరుకైన
win	విన్	గెలుచు	x defeat	డిఫీట్	ఓడిపోవు
wise	వైజ్	తెలివైన	x foolish	ఫూలిష్	మూర్ఖమైన
wisdom	విజ్డమ్	జ్ఞానం	x folly	ఫాలి	అవివేకం
wonderful	వండర్ఫుల్	అద్భుతమైన	x ordinary	ఆర్డినరీ	సాధారణమైన
work (n)	వర్క్	పని	x rest	రెస్ట్	విశ్రాంతి
work (v)	వర్క్	పనిచేయు	x rest	రెస్ట్	విశ్రాంతి తీసుకొను
yield	యిల్డ్	తొరిగు	x resist	రెసిస్ట్	ఎదిరించు
young	యంగ్	యవ్వనంలో ఉన్న	x old	ఒల్డ్	వృద్ధాప్యంలో ఉన్న
youthful	యూత్ఫుల్	చిన్న	x mature	మెచ్యూర్	పెద్ద
zenith	జెనిథ్	ఉచ్ఛస్థితి	x nadir	నాదిర్	అధోగతిండు
always	ఆల్వేస్	ఎప్పుడూ	x never	నెవర్	ఎప్పుడూ కాదు
big	బిగ్	పెద్ద	x small	స్మాల్	చిన్న
before	బిఫోర్	ముందు	x after	ఆఫ్టర్	తర్వాత
first	ఫస్ట్	మొదటి	x last	లాస్ట్	చివరి
long	లాంగ్	పొడవైన	x short	షార్ట్	పొట్టిదైన
new	న్యూ	కొత్త	x old	ఒల్డ్	పాత
clean	క్లీన్	శుభ్రమైన	x dirty	డర్టీ	మురిగిగా శుభ్ర
far	ఫార్	దూరంగా వున్న	x near	నియర్	దగ్గరగా వున్న
early	ఎర్లీ	త్వరగా	x late	లేట్	అలస్యంగా
here	హియర్	ఇక్కడ	x there	దేర్	అక్కడ
go	గో	వెళ్ళు	x come	రమ్	వచ్చు
in	ఇన్	లోపల	x out	అవుట్	బయట
now	నౌ	ఇప్పుడు	x then	దెన్	అప్పుడు
push	పుష్	త్రోయు	x pull	పుల్	లాగు
quiet	క్వైట్	నిశబ్దంగా వున్న	x noisy	నాయిసి	శబ్దంతో కూడిన
same	సేమ్	ఒకే విధమైన	x different	డిఫరెంట్	విభిన్నమైన
sit	సిట్	కూర్చును	x stand	స్టాండ్	నిలబడు
up	అప్	పైకి	x down	డౌన్	క్రిందకి

vertical	వర్తికల్	నిలువుగా వున్న	× horizontal	హారిజాంటల్	సముంతరముగా వున్న
never	నెవర్	ఎప్పుటికీ కాదు	× ever	ఎవర్	ఎప్పుటికీ
pass	పాస్	ఉత్తీర్ణమవు	× fail	ఫెయిల్	విఫలమగు
open	ఓపెన్	తెరచు	× shut	షట్	మూయు
			close	క్లోజ్	మూయు
sell	సెల్	అమ్ము	× buy	బయ్	కొను
throw	థ్రో	వినరు	× catch	క్యాచ్	పట్టుకొను
urban	అర్బన్	పట్టణ	× rural	రూరల్	గ్రామీణ
to	టు	కి	× from	ఫ్రమ్	నుండి
pleasant	ప్లజంట్	ఆహ్లాదకరమైన	× unpleasant	అన్ప్లజంట్	ఆహ్లాదకరము కాని
equal	ఈక్వల్	సమానమైన	× unequal	అనీక్వల్	సమానం కాని
selfish	సెల్ఫిష్	స్వార్థంగల	× unselfish	అన్సెల్ఫిష్	స్వార్థంలేని
real	రియల్	నిజమైన	× unreal	అన్రియల్	నిజంకాని
certain	సర్టెన్	ఖచ్చితమైన	× uncertain	అన్సర్టెన్	ఖచ్చితంకాని
happy	హ్యాపి	సంతోషకరమైన	× unhappy	అన్హ్యాపి	సంతోషకరం కాని
healthy	హెల్థీ	ఆరోగ్యకరమైన	× unhealthy	అన్హెల్థీ	అనారోగ్యకరమైన
capable	క్యాపబల్	సమర్థవంతమైన	× incapable	ఇన్క్యాపబల్	సమర్థవంతంకాని
correct	కరెక్ట్	సరైన	× incorrect	ఇన్కరెక్ట్	సరికాని
visible	విజిబల్	కంటితో చూడగలిగిన	× invisible	ఇన్విజిబల్	కంటితో చూడలేని
direct	డిరెక్ట్	ప్రత్యక్షమైన	× indirect	ఇన్డిరెక్ట్	పరోక్షమైన
possible	పాజిబల్	సాధ్యమైన	× impossible	ఇంపాజిబల్	అసాధ్యమైన
pious	పైయస్	మతనిష్ఠ గల	× impious	ఇంపైయస్	మతనిష్ఠలేని
mature	మెచ్యూర్	శారీరకంగా మానసికంగా ఎదిగిన	× immature	ఇమ్యూచ్యూర్	శారీరకంగా, మానసికంగా ఎదగని
polite	పోలైట్	మర్యాదకరమైన	× impolite	ఇంపోలైట్	మర్యాదకరంకాని
practicable	ప్రాక్టికబల్	అచరణాత్మకమైన	× impracticable	ఇంప్రాక్టికబల్	అచరణాత్మకం కాని
mortal	మోర్టల్	మరణించునట్టి	× immortal	ఇమ్మోర్టల్	మరణం లేనట్టి
responsible	రెస్పాన్సిబల్	బాధ్యతాయుతమైన	× irresponsible	ఇరెస్పాన్సిబల్	బాధ్యతారహితమైన
regular	రెగ్యులర్	క్రమబద్ధమైన	× irregular	ఇరెగ్యులర్	క్రమబద్ధంకాని
like	లైక్	ఇష్టపడు	× dislike	డిస్లైక్	అయిష్టత కనబరచు
encourage	ఎంకరేజ్	ప్రోత్సహించు	× discourage	డిస్కరేజ్	నిర్ఘాతాహ్వనకరము
believe	బిలీఫ్	నమ్మకము	× disbelief	డిస్బిలీఫ్	అవసమ్మకము
honest	అనెస్ట్	నిజాయితీగల	× dishonest	డిస్అనెస్ట్	నిజాయితీలేని
obey	ఓబె	విధేయత కనబరచు	× disobey	డిస్ఓబె	విధేయత కనబరచకుండు
agree	అగ్రీ	అంగీకరించు	× disagree	డిఅగ్రీ	అంగీకరించకపోవు
appear	అప్పియర్	కనిపించు	× disappear	డిసప్పియర్	అదృశ్యమగు
honour	అనర్	గౌరవము	× dishonour	డిస్అనర్	అగౌరవము
fortune	ఫార్చ్యూన్	అదృష్టము	× misfortune	మిస్ఫార్చ్యూన్	దురదృష్టము
behave	బిహేవ్	ప్రవర్తించు	× misbehave	మిస్బిహేవ్	తప్పుగా ప్రవర్తించు
pronounce	ప్రనౌన్స్	ఉచ్చరించు	× mispronounce	మిస్ప్రనౌన్స్	తప్పుగా ఉచ్చరించు
careful	కేర్ఫుల్	జాగ్రత్తగా	× careless	కేర్లెస్	నిర్లక్ష్యమైన

hopeful	హోప్‌ఫుల్	ఆశావహమైన
violence	వయలెన్స్	హింస
aware	అవేర్	తెలిసి
bind	బైన్డ్	కట్టు
balanced	బ్యాలన్స్‌డ్	సమతుల్యమైన
conscious	కాన్షస్	స్పృహలో ఉన్న
earth	ఎర్త్	మట్టితో కప్పు
fold	ఫోల్డ్	మడతపెట్టు
fortunate	ఫార్చ్యునేట్	అదృష్టకరమైన
fit	ఫిట్	తగిన
lucky	లక్కి	అదృష్టకరమైన
manly	మ్యాన్లీ	పురుషత్వం ఉట్టిపడే
natural	నేచురల్	సహజమైన
usual	యూజుయల్	సాధారణమైన
please	ప్లీజ్	సంతోషపరచు
satisfy	శాటిస్‌ఫై	సంతృప్తిపరచు
allow	అలో	అనుమతించు
qualify	క్వాలిఫై	అర్హత పొందు
loyal	లాయల్	విశ్వాసం గల
connect	కనెక్ట్	సంధించు, కలుపు
advantage	అడ్వాంటిజ్	అనుకూలాంశము
dependent	డిపెండెంట్	ఆధారపడిన
curable	క్యూరబల్	నయం చేయదగిన
discipline	డిసిప్లీన్	క్రమశిక్షణ
appropriate	అప్రోప్రియేట్	సరైన
experienced	ఎక్స్‌పీరియన్స్‌డ్	అనుభవం గల
decent	డీసెంట్	సభ్యత గల
efficient	ఎఫిషియంట్	సమర్థవంతమైన
rational	రేషనల్	హేతుబద్ధమైన
resist	రెసిస్ట్	ఎదిరించు
literate	లిటరేట్	అక్షరాస్యుడు
legible	లెజిబల్	చదవటానికి స్పష్టంగా వున్న
legal	లీగల్	చట్టబద్ధమైన
logical	లాజికల్	తార్కికమైన
sense	సెన్స్	అలోచన
entity	ఎంటిటీ	వాస్తవిక వస్తువు
cooperate	కోపరేట్	సహకరించు
lead	లీడ్	దారిచూపు
manage	మ్యానిజ్	నిర్వహించు
understand	అండర్‌స్టాండ్	అర్థంచేసుకొను
similar	సిమిలర్	ఒకే విధమైన

× hopeless	హోప్‌లెస్	ఆశలేని
× non-violence	నాన్‌వయలెన్స్	అహింస
× unaware	అనవేర్	తెలియక
× unbind	అన్‌బైన్డ్	విప్పు
× unbalanced	అన్‌బ్యాలన్స్‌డ్	సమతుల్యం లేని
× unconscious	అన్‌కాన్షస్	స్పృహలో లేని
× unearth	అనెర్త్	త్రవ్వి తీయు
× unfold	అన్‌ఫోల్డ్	విప్పు
× unfortunate	అన్‌ఫార్చ్యునేట్	దురదృష్టకరమైన
× unfit	అన్‌ఫిట్	తగని
× unlucky	అన్‌లక్కి	దురదృష్టకరమైన
× unmanly	అన్‌మ్యాన్లీ	పురుషత్వం ఉట్టిపడని
× unnatural	అన్‌నేచురల్	అసహజమైన
× unusual	అన్‌యూజుయల్	అసాధారణమైన
× displease	డిస్‌ప్లీజ్	ఇబ్బంది కలిగించు
× dissatisfy	డిస్‌శాటిస్‌ఫై	సంతృప్తి లేకపోవు
× disallow	డిసలొ	అనుమతించకుండు
× disqualify	డిస్‌క్వాలిఫై	అర్హత కోల్పోవు
× disloyal	డిస్‌లాయల్	విశ్వాసం లేని
× disconnect	డిస్‌కనెక్ట్	వేరుచేయు
× disadvantage	డిసాడ్వాంటిజ్	ప్రతికూలాంశము
× independent	ఇన్‌డిపెండెంట్	స్వతంత్రమైన
× incurable	ఇన్‌క్యూరబల్	నయం చేయలేని
× indiscipline	ఇన్‌డిసిప్లీన్	క్రమశిక్షణాహీన
× inappropriate	ఇన్‌అప్రోప్రియేట్	సరికాని
× inexperienced	ఇన్‌ఎక్స్‌పీరియన్స్‌డ్	అనుభవంలేని
× indecent	ఇన్‌డీసెంట్	అసభ్యమైన
× inefficient	ఇన్‌ఎఫిషియంట్	సమర్థవంతం కా
× irrational	ఇర్రేషనల్	హేతుబద్ధంకాని
× irresist	ఇర్రెసిస్ట్	ఎదిరించకుండు
× illiterate	ఇల్లిటరేట్	అక్షరాస్య్యుడు
× illegible	ఇల్లెజిబల్	స్పష్టంగా లేని
× illegal	ఇల్లీగల్	చట్టబద్ధం కాని
× illogical	ఇల్లాజికల్	తార్కికం కాని
× nonsense	నాన్‌సెన్స్	అలోచనాహీన
× nonentity	నాన్‌ఎంటిటీ	వాస్తవిక వస్తువు
× non-cooperate	నాన్‌కోపరేట్	సహకరించక
× mislead	మిస్‌లీడ్	తప్పుదారిలో ప
× mismanage	మిస్‌మ్యానిజ్	తప్పుగా నిర్వ
× misunderstand	మిస్‌అండర్‌స్టాండ్	అర్థంలేకుండా
× dissimilar	డిస్సిమిలర్	వేర్వేరుగా వు

PRACTICE TEST

1. **Implicate**
a) adore b) exonerate
c) adore d) advocate
2. **Vacillating**
a) fascinating b) fanaticism
c) indolence d) resolute
3. **Reckless**
a) modest b) awkward
c) celebrated d) cautious
4. **Insult**
a) humiliation b) credulity
c) degradation d) disgrace
5. **Abandon**
a) roost b) forfeit
c) quit d) forsake
6. **Offend**
a) angry b) hate
c) force d) respect
7. **Indict**
a) condemn b) reprimand
c) acquit d) allege
8. **Obscene**
a) decent b) objectionable
c) condemnable d) jealousy
9. **Liberate**
a) imprison b) enclose
c) liberal d) conceal
10. **Melancholy**
a) depressed b) prejudiced
c) reckless d) cheerful
11. **Legitimate**
a) valid b) extend
c) unlawful d) distinguished
12. **Vacillate**
a) amplify b) stimulate
c) consistent d) eradicate
13. **Hinder**
a) expedite b) protect
c) devote d) create
14. **Terse**
a) lengthy b) scarce
c) diffuse d) headless
15. **Multiplicity**
a) finite b) uniformity
c) magnitude d) infinite
16. **Naive**
a) subtle b) energise
c) spotless d) clever
17. **Anachronistic**
a) formerly b) present
c) futuristic d) non existing
18. **Trait**
a) symbol b) uncharacteristic
c) habit d) identity
19. **Garish**
a) tasteful b) green
c) scenic d) contrasting
20. **Geological**
a) astral b) solar
c) galactic d) heavenly
21. **Rejuvenation**
a) sexual b) perfect
c) killing d) magical
22. **Origin**
a) ointment b) detergent
c) remnant d) comfort
23. **Apathetic**
a) agitated b) happy
c) concerned d) surprised
24. **Homogenised**
a) set type b) multi coloured
c) different d) rejected
25. **Prove**
a) vapid b) assumed
c) discipline d) atone
26. **Accolade**
a) balcony b) outer garment
c) drink d) criticism
27. **Instantly**
a) repeatedly b) latoly
c) gradually d) awkwardly
28. **Frail**
a) worried b) strong
c) nervous d) wily

29. **Crude**
a) classical b) graceful
c) natural d) polished
30. **Retribution**
a) compensation b) forgiveness
c) contempt d) grudge
31. **Proclaim**
a) denounce b) pretend
c) attend d) distend
32. **Sumptuous**
a) irritable b) meagre
c) fancy d) sad
33. **Feign**
a) condone b) attend
c) willing d) original
34. **Inspid**
a) witty b) meagre
c) wily d) lucid
35. **Salubriety**
a) sticky b) soft
c) famous d) malaise
36. **Refulgent**
a) angry b) dull
c) sad d) lament
37. **Innocuous**
a) offensive b) harmless
c) organic d) anger
38. **Affectation**
a) sincerity b) humility
c) stirring d) affluent
39. **Luminous**
a) dark b) ludicrous
c) unsteady d) provoking
40. **Abet**
a) encourage b) discourage
c) miss d) increase
41. **Baffle**
a) thwart b) make way
c) confuse d) check
42. **Barbarian**
a) civilized b) uncultured
c) foreigner d) unrefined

43. **Callous**
a) soft b) hardened
c) sensitive d) religious
44. **Turgid**
a) marshy b) muddy
c) deflated d) tense
45. **Obviate**
a) clarify b) improve
c) make way d) grasp
46. **Fascinate**
a) repel b) allure
c) bewitch d) limit
47. **Affluent**
a) contracted b) inadequate
c) indigent d) constricted
48. **Delicious**
a) luscious b) unpalatable
c) palatable d) savoury
49. **Meticulous**
a) panicky b) thankful
c) lavish d) careless
50. **Caress**
a) fondle b) repel
c) happy d) fat

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-----|
| 1) b | 2) d | 3) d | 4) b | 5) |
| 6) d | 7) c | 8) a | 9) a | 10) |
| 11) c | 12) d | 13) a | 14) a | 15) |
| 16) d | 17) c | 18) b | 19) a | 20) |
| 21) c | 22) c | 23) c | 24) c | 25) |
| 26) d | 27) c | 28) b | 29) d | 30) |
| 31) a | 32) b | 33) d | 34) a | 35) |
| 36) b | 37) b | 38) b | 39) c | 40) |
| 41) d | 42) a | 43) a | 44) b | 45) |
| 46) c | 47) b | 48) b | 49) d | 50) |

SYNONYMS

A synonym is a word with the same meaning as another in the same language but often with different implications and associations.

ఒకే అర్థాన్నిచ్చు పదములను Synonyms అందురు. సాధారణంగా రెండు పదాలు ఒకే అర్థాన్ని పూర్తిగా ఇవ్వవు. అనగా ఏ ఒక్క మాటకు అదే అర్థం వచ్చు మాటలు ఉండవు. ఒకే భావాన్ని తెలియపరిచే మాటలు ఉండవచ్చును. గాని, ఒకే తీరు అర్థం వచ్చు మాటలు ఏ భాషలోనూ ఉండవు. ఆయా మాటలను వివిధ సందర్భాలలో వివిధ అర్థాలతో పొడిచినూ, వాటిని Synonyms (పర్యాయపదాలు)గా వ్యవహరించవచ్చు.

Synonyms అనే పదం గ్రీకు భాష నుండి వచ్చింది. ఇది రెండు పదాల కలయిక. Syn + onyma. 'Syn' అంటే same, 'onyma' అంటే name. Synonym అంటే same name అని. Same general meaning అని కూడా అనవచ్చు.

ఒక పని గురించి చెప్పనప్పుడు ఒకే word ను ఉపయోగించి దాని అర్థాన్ని గ్రహించలేము. ఆ word ను sense ను బట్టి వివిధ రకాలుగా ఉపయోగించడం జరుగుతుంది.

The Synonyms of the word 'pure' :

Absolute, chaste, classical, clear, fair, genuine, guileless, guiltless, holy, immaculate, incorruptible, innocent, mere, perfect, real, sheer, simple, spotless, stainless, true, unadulterated, unblemished, uncorrupted, undefiled, unmingled, unmixed, unpolluted, unspotted, unstained, unsullied, untainted, untarnished, upright, virtuous.

In the following passage synonyms of 'great' are used :

We were much surprised to see so large a number of people assembled, evidently for some important occasion. On enquiry we learned that an eminent man was to address the people on a subject of special interest. The ample size of the field which sloped like an amphitheater enabled the vast crowd to hear every word with perfect ease and all listened with the utmost attention to the noble thoughts presented.

SYNONYMS

achieve	అచీవ్	సాధించు	- attain, accomplish, acquire
abolish	అబాలిష్	రద్దుచేయు	- annul, cancel, ban, prohibit
abbreviate	అబ్రివియేట్	క్లుప్తపరచు	- abridge, condense, shorten
abaft	అబ్యాఫ్ట్	వెనుక	- behind, astern, rear
abandon	అబ్యాండన్	విడిచిపెట్టు	- desert, leave, forsake, quit, vacate, evacuate
abject	యాబ్జెక్ట్	అధమమైన	- vile, base, despicable, degraded
accelerate	యాక్సిలరేట్	వేగమును పెంచు	- hasten, speed up, quicken, expedite
adapt	అడాప్ట్	అలవాటు పడజేయు	- adjust, accommodate, conform, reconcile
abominable	ఎబొమినల్	అయిష్టం, అసహ్యం కలిగించే	- hateful, loathsome, bad, awful
antagonism	యాంటగానిజమ్	ప్రత్యక్ష ప్రాతికూల్యము	- enmity, hostility, rancour
astute	అస్ట్యుట్	సూక్ష్మబుద్ధిగల	- shrewd, quick, bright, acute
arrogant	యారగంట్	గర్వంగల	- haughty, pretentious, insolent
austere	ఆస్టియర్(ర్)	కఠినమైన	- harsh, stern, solemn
artificial	ఆర్టిఫిషియల్	కృత్రిమమైన	- unnatural, affected, false
allied	అలైడ్	సంబంధిత	- related, connected, associated

abrupt

amiable

acrid

acute

accidental

atone

adore

amateur

agree

anger

attempt

beautiful

beauty

bedevil

baffle

blame

belittle

benevolent

blemish

banishment

brittle

bear

barbarous

brisk

bliss

brave

barren

barefaced

bland

bashful

betray

bewitch

burlesque

characteristic

candid

correct

clumsy

cheerless

cardinal

chaos

comic

calamity

అబ్సర్డ్

యామియబల్

యాక్రిడ్

ఎక్యూట్

యాక్సిడెంటల్

ఎటోన్

ఎడోర్

అమచ్యూర్

అగ్రీ

యాంగర్

అటెంప్ట్

బ్యూటిఫుల్

బ్యూటీ

బిడెవిల్

బ్యాఫిల్

బ్లేమ్

బిలిట్

బెనీవలెంట్

బ్లెమిష్

బ్యానిష్మెంట్

బ్రిటిల్

బేర్

బార్బరస్

బ్రిస్క్

బ్లిస్

బ్రేవ్

బారెన్

బేరఫేస్డ్

బ్లాండ్

బ్యాష్ఫుల్

బిట్రే

బివిచ్

బర్లెస్క్

క్యారక్టరిస్టిక్

క్యాన్డిడ్

కరెక్ట్

క్లమ్బి

చీరెస్

కార్డినల్

కేయస్

కామిక్

కల్యామిటి

ఆకస్మికంగా జరిగిన

స్నేహశీలమైన, ప్రతికరమైన

కటువైన

సూటి, సూక్ష్మమైన

యాదృచ్ఛికమైన

పాపపరిహారం చేయు

గౌరవించు, ఆరాధించు

అభిరుచి కలవాడు

అంగీకరించు

కోపం

ప్రయత్నించు

అందమైన

అందము, సౌందర్యము

క్షిప్తతరం చేయు

కలవరపెట్టు

నిందించు

చిన్నబుచ్చు

దయగల

కళంకం

దేశబహిష్కారము

షేకుసైన

భరించు

మోదైన

ఉల్లాసకరమైన

పరమానందము

ధైర్యముగల

ఫలించని, సారహీనమైన

సిగ్గులేని

మర్యాదపూర్వకమైన

సిగ్గుగల

ద్రోహంచేయు

మంత్రించు

హాస్యానుకరణ

వ్యక్తిత్వ లక్షణం

నిష్కపటమైన

నరియైన

వికారమైన

టగులుగా

ముఖ్యమైన

గందరగోళము

హాస్యపూరితమైన

విపత్తు

- sharp, curt, steep, precipitous

- pleasant, agreeable, kind

- tart, astringent, pungent

- astute, sagacious, shrewd

- unforeseen, casual, contingent, fortuitous

- appease, expiate, propitiate

- revere, glorify

- volunteer, novice, dabbler

- assent, accede, concur, concede, consent

- fury, rage, wrath, ire, indignation

- endeavour, essay, try

- fair, fine, handsome, lovely, pretty

- elegance, grace, charm

- confuse, confound, complicate

- mistify, puzzle, confuse, frustrate

- censure, abuse, rebuke, accuse

- disparage, rundown, decry

- generous, kind, charitable, philanthropic

- flaw, defacement, deformity

- exile, expatriation

- fragile, frail, breakable, weak

- suffer, stand, tolerate, withstand

- rude, inhuman, uncultured

- animate, alert, alive, vivacious

- joy, happiness, felicity

- bold, daring, courageous

- unfertile, sterile, worthless

- brazen, impudent, shameless

- affable, courteous, obedient, gracious, smiling

- shy, timid, diffident

- delude, deceive, cheat, trick

- enchant, charm, hypnotise

- comedy, parody, farce

- trait, quality, peculiarity

- frank, open, sincere, truthful

- accurate, exact, precise, right

- ungraceful, embarrassing

- dismal, somber, gloomy, dreary

- important, chief, prime

- confusion, disorder, disorganisation

- funny, laughable, ludicrous

- adversity, mishap, misfortune, catastrophe

- disaster

censure	సెన్సర్	తీవ్రమైన విమర్శ	- reproach, blame, reproof
clamour	క్లౌమర్	ఘోష	- noise, din, outcry
clever	క్లెవర్	తెలివైన	- intelligent, bright, wise, smart, prudent, sagacious, sensible, judicious, shrewd
common	కామన్	సామాన్యమైన	- ordinary, usual, customary, regular, familiar, popular
cordial	కార్డియల్	హృదయపూర్వకమైన	- warm, hearty, friendly, sincere, earnest
check	చెక్	అదుపుచేయు	- curb, stop, restrain
criterion	క్రైటీరియన్	ప్రమాణము	- standard, rule, test
cease	సీజ్	అంతమవు	- end, discontinue, halt, pause
caress	కెరిస్	లాలించు	- love, kiss, fondle
chivalry	షివల్రీ	పరాక్రమము	- nobility, knightgood, courtesy
conspicuous	కాన్స్పిక్యుయస్	స్పష్టమైన	- clear, visible, obvious
crafty	క్రాఫ్టి	జిత్తులమారి అయిన	- cunning, tricky, shrewd
caprice	కప్రిస్	చపలచిత్తము	- vagary, fantasy, whim, freak, fickleness
concord	కాన్కార్డ్	సమ్మతి	- unity, peace, amity, accord
celibacy	సెలబసి	బ్రహ్మచర్యము	- bachelorhood, virginity, chastity
comprehend	కాంప్రిహెండ్	అవగాహన చేసుకొను	- grasp, understand
dawn	డాన్	అరుణోదయం	- sunrise, daybreak
defer	డిఫర్	వాయిదా వేయు	- delay, put off, postpone
deceit	డిసీట్	వంచన	- falsehood, fraud, trickery
delicious	డెలిషియస్	రుచికరమైన	- tasty, yummy, palatable, luscious, delectable
detest	డిటెస్ట్	అసహ్యించుకొను	- hate, loathe, abhor, abominate, despise
desolate	డిసాలేట్	నిర్మానుష్యమైన	- deserted, uninhabited, waste, solitary, forlorn
dainty	డెయిన్టీ	అందంగా ఉన్న	- elegant, delicate, exquisite
deliberate	డెలిబరేట్	ఉద్దేశపూర్వకమైన	- intentional, considered, voluntary
deadly	డెడ్లీ	ప్రాణాంతకమైన	- mortal, fatal, destructive
derisive	డెరిసివ్	ఎగతాళిచేసేడు	- sarcastic, disdainful, scornful
dash	డ్యాష్	దూసుకుపోవు	- speed, rush, sprint, crush
defend	డిఫెండ్	కాపాడు	- protect, shield, guard, safeguard, repel, support
despise	డిస్పైజ్	హీనంగా చూచు	- scorn, disdain, disregard
derogatory	డిరొగేటరీ	అవమానకరమైన	- scandalous, discreditable, ignoble
disjoin	డిస్జాయిన్	విడిపోవు, విడదీయు	- disassociate, divorce
deception	డిసెప్షన్	మోసము	- deceit, treachery, trickery
despondency	డిస్పాండెన్సీ	నిరాశ	- chagrin, despair, disappointment
dreadful	డ్రెడ్ఫుల్	భయంకరమైన	- frightful, awesome, alarming, fearful
deficient	డెఫిసియంట్	కొరత అయిన	- inadequate, lacking, wanting
damage	డ్యామేజ్	హాని	- loss, harm, injury
error	ఎరర్	దోషము	- wrong, mistake, blunder, slip
escape	ఎస్కేప్	తప్పించుకొను	- avoid, shun
excuse	ఎక్స్క్యూజ్	క్షమించు	- forgive, pardon
fantastic	ఫెంటాస్టిక్	అసాధారణమైన	- odd, strange, grotesque
fragrant	ఫ్రాగ్రంట్	వర్ధిమళభరితమైన	- aromatic, redolent, scented

fair
formal
frail
furious
flexible
frivolous
fade
flaw
false
furtive
fickle
flimsy
fugitive
fool
fanciful
frailty
gentle
ghost
give
greedy
grief
ghastly
generous

ఫెయిర్
ఫార్మల్
ఫ్రెయిల్
ఫ్యూరియస్
ఫ్లెక్సిబల్
ఫ్రివలస్
ఫేడ్
ఫ్లా
ఫాల్స్
ఫర్టివ్
ఫిక్లె
ఫ్లిమ్మీజీ
ఫ్యూజిటివ్
ఫూల్
ఫ్యాన్సిఫుల్
ఫ్రెయిల్టీ
జెంటిల్
ఘోస్ట్
గివ్
గ్రీడి
గ్రీఫ్
ఘాస్ట్లీ
జనరస్

అందమైన, చక్కని
పద్ధతి ప్రకారమైన
సున్నితమైన, తేలికగా పగిలెడి
ఆగ్రహంతో వున్న
పట్టువిడుపు గల
అల్పమైన
వాడిపోవు
దోషము
నకిలీ అయిన
రహస్యమైన
క్షమించే స్వభావం గల
చపలచిత్రమైన
శరణార్థి
మూర్ఖుడు
వించైన, విచిత్రమైన
బలహీనత
సాధుస్వభావంగల, సున్నితమైన-
దయ్యము, భూతము
ఇచ్చు
దూరాశగల
దుఃఖము
భయంకరమైన
ఔదార్యం గల

- beautiful, comely, handsome, spotless
- conventional, ceremonious, stiff, rigid
- fragile, lax, loose, dissolute
- angry, fuming, raging, turbulent, wild
- pliable, limber, supple, elastic
- fickle, useless
- wither, droop, vanish
- defect, fault, fissure, crack
- untrue, sham, spurious, fraudulent
- stealthy, skulking, sly
- unsteady, wavering, changeable
- weak, frail, fragile
- refugee, runaway, deserter
- stupid, dunce, idiot, block-head
- fantastic, imaginary, queer, visionary
- weakness, failing, foible
- mild, meek, soft, humble, kind
- devil, demon, imp, spirit
- bestow, confer, afford, furnish, supply, provide
- ambitious, covetous, avaricious
- sorrow, pain, agony
- horrible, fearful, frightful, gruesome
- kind, benevolent, liberal, unselfish, magnanimous
- honest, sincere, frank, real, unaffected
- thankful, appreciative, pleasing
- blithe, merry, jolly, lively
- kind, cordial, warm, hearty
- hard, rigorous, discordant
- raucous, harsh, grating
- plain, simple, obedient, meek
- proud, arrogant, lofty, overbearing
- decline, fade, wither
- adroitness, deftness, skill
- perish, expire, breathe last, pass away
- ruin, spoil, mar, devastate, demollish
- ardent, fervent, earnest, zealous
- huge, vast, large, immense, gigantic, colossal
- lavish, excessive, wasteful, prodigal
- covetous, jealous, desirous
- merit, perfection, superiority
- odd, peculiar, superiority
- try, attempt, strive, vie

genuine
grateful
gay
genial
hard
hoarse
humble
haughty
decay
dexterity
die
destroy
eager
enormous
extravagant
envious
excellence
eccentric

జన్మన్
గ్రేట్ఫుల్
గే
జీనియల్
హార్డ్
హార్ష్
హంబల్
హటి
డికే
డెక్సటెరిటీ
డై
డిస్ట్రాయ్
ఈగర్
ఇనార్మస్
ఎక్స్ట్రావగంట్
ఎన్వీయస్
ఎక్సలెన్స్
ఎక్సెంట్రిక్

చిత్తశుద్ధిగల
కృతజ్ఞతతో నిండిన,
ఉల్లాసంగా వున్న
అందరితో కలిసి అనందంగా వుండే
గట్టి, స్థిరమైన
కఠినమైన
వినయం గల
గర్వంగల
క్షీణించు, తగ్గిపోవు
నైపుణ్యము
చనిపోవు
నాశనం చేయు
అతృతగల
విస్తారమైన
దుబారా వ్యయం చేసే
ఓర్వలేని, అసూయపడు
తృప్త
వివరితమైన, వింతపోకడ గల
చిరునవ్వు

eternal	ఎటర్నల్	అనంతమైన	- timeless, perpetual, permanent, immortal
emancipate	ఇమాన్సిపేట్	విముక్తి కలిగించు	- deliver, free, liberate
efficient	ఎఫిషియంట్	సమర్థవంతమైన	- skilful, able, capable, competent
endure	ఎండ్యూర్	ఓర్పు వహించు, నహించు	- suffer, tolerate, bear
ecstasy	ఎక్స్ట్రసి	పారవశ్యము	- bliss, delight, pleasure
edibles	ఎడిబుల్స్	ఆహారపదార్థములు	- eatables, food, provisions
enemy	ఎనిమి	శత్రువు	- foe, opponent, opposer, adversary
hallucination	హాలూసినేషన్	భ్రమ	- illusion, delusion, mirage
hamper	హాంపర్	అటకాయించు	- obstruct, impede, encumber
humane	హ్యూమేన్	దయాళువైన	- sympathetic, kind, tender-hearted, generous, benevolent, compassionate
handsome	హ్యాండ్సమ్	అందగాడైన	- graceful, beautiful, elegant
harass	హర్యాస్	వేధించు	- trouble, afflict, inflict
heap	హీప్	రాసిగా పోగు చేయు	- pile, gather, collect, amass
hazardous	హ్యాజర్డస్	అపాయకరమైన	- dangerous, risky, perilous
horizontal	హారిజంటల్	సమాంతరంగా ఉన్న	- straight, level, plane
hate	హేట్	అసహించుకొను, ద్వేషించు	- despise, detest, dislike, abhor, scorn, scoff, loathe
honour	ఆనర్	గౌరవము	- respect, regard, esteem, homage
illegal	ఇల్లీగల్	చట్టవిరుద్ధమైన	- illicit, lawless, illegitimate, unlawful
immoral	ఇమోరల్	అవినీతికరమైన	- corrupt, licentious, dissolute, profligate
illustrious	ఇలస్ట్రియస్	ప్రసిద్ధిపొందిన	- famous, renowned, eminent, distinguished
indecent	ఇన్డిసెంట్	అసభ్యమైన	- obscene, indelicate, improper, immodest
incredible	ఇన్క్రెడిబల్	నమ్మకకర్తగాని	- doubtful, unbelievable, inconceivable
inert	ఇన్రోట్	జడమైన	- inactive, passive, dormant
insolent	ఇన్సలెంట్	పెంకితనంగల, అహంకారంగల	- haughty, arrogant, pretentious
invincible	ఇన్విన్సిబల్	అజేయమైన	- indomitable, uncompromising, unyielding
incredulous	ఇన్క్రెడ్యులస్	విశ్వాసంలేని	- distrustful, doubtful, sceptical
ill-bred	ఇల్బ్రెడ్	మోటైన	- rude, uncivil, ill-mannered
inaptitude	ఇనాప్టిట్యూడ్	అసమర్థత	- incapacity, unfitness
invasion	ఇన్వేజన్	దండయాత్ర	- attack, intrusion
induce	ఇండ్యూస్	ప్రేరేపించు	- persuade, urge, move
interpret	ఇంటర్ప్రిట్	అర్థము చెప్పు	- define, explain, understand
isolate	ఇసోలేట్	మిగతావారి నుంచి వేరుచేయు	- separate, disconnect, detach
impetuous	ఇంపెట్యుయస్	ఉగ్రమైన	- rash, hasty, impulsive
irritation	ఇరిటేషన్	ఇబ్బంది, చికాకు	- vexation, annoyance
idle	ఇడిల్	సోమరిగా అయిన	- dull, inactive, lazy, slothful, sluggish
illness	ఇల్నెస్	వ్యాధి, అనారోగ్యము	- disease, ailment, malady, sickness, indisposition
intention	ఇంటెన్షన్	ఉద్దేశ్యము, తలంపు	- aim, longing, objective, purpose, wish
jealous	జెలస్	ఈర్ష్యభావం గల	- envious, suspicious, distrustful
juvenile	జువనైల్	చిన్న వయసుగల	- youthful, immature, underdeveloped
junk	జంక్	పనికిరాని ప్లాత సామాను	- rubbish, waste, trash, scraps
judgment	జడ్జ్మెంట్	తీర్పు	- conclusion, deduction, inference, opinion

jeer	జీర్	వేళాకోళం చేయు	- joke, jest, amuse, taunt
just	జస్ట్	సరియైన, న్యాయమైన	- fair, impartial
judicious	జ్యుడిషియస్	నిర్ణయాత్మకమైన	- discreet, prudent
joy	జాయ్	ఆనందము, సంతోషము	- delight, happiness, pleasure, mirth, gladness, merriment, bliss
join	జాయిన్	చేర్చు, చేరు	- unite, assemble, combine, synthesize
kindle	కిండల్	వెలిగించు	- ignite, set on fire, light, arouse
kill	కిల్	చంపు	- assassinate, murder, slay, stab
laborious	లేబోరియస్	కష్టించి పనిచేసేడు	- toilsome, energetic, hard-working
lasting	ల్యాస్టింగ్	శాశ్వతమైన	- enduring, permanent, continuing, durable
lethargy	లెథార్జి	బద్ధకం	- drowsiness, apathy, laziness
lament	లేమెంట్	శోకించు	- mourn, deplore, weep
loiter	లాయ్టర్	సోమరితనంగా తిరుగాడు	- longer, roam, wander, ramble
languor	ల్యాంగర్	విశ్రాంతి, ప్రబలత	- weariness, faintness, lassitude, fatigue
lenient	లీనియెంట్	సహనంతో కూడిన, కఠినంకాని	- tolerant, gentle, mild
lustre	లస్టర్	వెలుగు	- brightness, glitter, radiance
luxuriant	లగ్జరియంట్	విస్తారమైన	- lush, lavish, profuse
lucid	ల్యూసిడ్	తేటతెల్లమైన	- clear, plain, limpid, understandable
languid	ల్యాంగ్విడ్	బలహీనమైన, అలసిపోయిన	- drooping, faint, sluggish, listless, dull
marvellous	మార్వెలస్	బ్రహ్మాండ, అద్భుతమైన	- miraculous, incredible, wonderful, magnificent
misgiving	మిస్గివింగ్	సందేహం	- doubt, distrust, mistrust
morose	మరోస్	విచారంగా వున్న	- moody, gloomy, crabbed
mania	మ్యానియ	వెళ్ళి	- craze, madness, enthusiasm
meddlesome	మెడిల్సమ్	జోక్యం, చేసుకొనెడి	- pushing, officious, forward
meek	మీక్	సాత్వికమైన	- mild, submissive, humble
mitigate	మిటిగేట్	తక్కువ చేయు	- lessen, alleviate, soften, abate
malady	మ్యాలడీ	వ్యాధి	- illness, sickness, disease
messy	మెస్సీ	చిందరవందరగా వున్న	- dirty, disorderly, confused
mockery	మాకరి	ఎగతాళి	- ridicule, scorn, derision
mirth	మర్థ్	ఉల్లాసము	- joy, laughter, gaiety, joyousness
madness	మ్యాడ్నెస్	పిచ్చి	- crazy, frenzy, insanity, lunacy
mourn	మౌరన్	దుఃఖించు	- grieve, lament, weep
new	న్యూ	కొత్త	- fresh, modern, novel
nimble	నింబల్	చురుకైన	- spry, alert, agile, brisk
narrate	నరేట్	వివరించు	- tell, relate, recite, describe
notify	నోటిఫై	ప్రకటించు	- advise, inform, announce
narrow-minded	న్యారొమైండెడ్	సంకుచితమైన	- bigoted, limited, prejudiced
nutritious	న్యూట్రిషస్	పోషక విలువలు గల	- nourishing, wholesome, nutritive
obstacle	అబ్స్టాకల్	అటంకం	- hindrance, hurdle, impediment, obstruct
offend	అఫెండ్	నొప్పించు	- annoy, insult, outrage, trouble
old	ఓల్డ్	పాత	- past, ancient, antique
obscure	అబ్స్క్యూర్	అస్పష్టమైన	- dusky, dark, indistinct
obsolete	అబ్సొల్యూట్	చెల్లని	- out-of-date, outworn, antiquated

obstinate	అబ్స్టినేట్	మొండి అయిన
outrage	ఔట్రేజ్	భంగపాటు, అవమానం
overlook	ఓవర్లూక్	అలక్ష్యం చేయు
overpower	ఓవర్ పవర్	లోంగదీసుకొను
obligation	ఆబ్లిగేషన్	రుణపడి వుండటం, మొహమాటం
odious	ఓడియస్	ఏవగింపు కలింగించెడి
oppressive	అప్రెసివ్	క్రూరమైన, భారమైన
ostentatious	ఆస్టెన్టేషన్	డాబుసరిగా వున్న
open-hearted	ఓపెన్ హార్టిడ్	విశాల హృదయముగల
onerous	ఓనరస్	భారమైన
pious	పయస్	మతనిష్ఠగల
poor	పీతీ	క్లుప్తమైన
potent	పొటెంట్	శక్తివంతమైన
proficient	ప్రఫిషియంట్	నైపుణ్యంగల
profound	ప్రఫౌండ్	నిగూఢమైన, లోతైన
prominent	ప్రొమినెంట్	విశిష్టమైన
prompt	ప్రొంప్ట్	వెంటనే, వేగవంతమైన
proper	ప్రోపర్	సముచితమైన
provoke	ప్రవోక్	రెచ్చగొట్టు
pensive	పెన్సివ్	విచారంగా ఉన్న
peevish	పీవిష్	సులభంగా కోపం వచ్చెడి
placid	ప్లేసిడ్	శాంతమైన
pompous	పాంపస్	డాంబికమైన
prudent	ప్రూడెంట్	వివేకం గల
profuse	ప్రఫూజ్	అమతమైన
portray	పోర్ట్రే	వర్ణించు, పటము వ్రాయు
quaint	క్వైంట్	వింతయైన
quarrel	క్వారల్	తగాదా, ఘర్షణ
questionable	క్వశ్చనబుల్	ప్రశ్నించదగిన
remember	రిమెంబర్	గుర్తుంచుకొను
rapid	ర్యాపిడ్	వేగవంతమైన
rapture	ర్యాప్చర్	ఆనందపరవశత
radiate	రేడియేట్	ప్రసరించు
remorse	రిమోర్స్	పశ్చాత్తాపం
rebellious	రెబెల్లియస్	తిరుగుబాటు చేసెడు
reconcile	రికన్ సైల్	రాజిపడు, సమాధానపడు
regretful	రిగ్రెట్ ఫుల్	పశ్చాత్తాపంతో కూడిన
reluctance	రిలక్టన్స్	అయిష్టత
rescue	రిస్క్యూ	పదిలించు, విడిపించు
reveal	రివీల్	తెలియపరచు

- obdurate, stubborn, tenacious, headstrong
- insult, injury, wrong, abuse, affront
- oversee, excuse, condone, skip, miss
- subdue, overcome, defect, overwhelm
- indebtedness, responsibility, contract, agreement
- repulsive, offensive, hateful, detestable
- cruel, burdensome, tyrannical, despotic
- showy, dashing, pretentious, ambitious
- fair, honest, candid
- burdensome, troublesome, oppressive
- religious, holy, devout
- brief, terse, succinct, laconic
- capable, forceful, powerful, mighty
- expert, masterly, adroit, skilful, adept
- deep, heartfelt, great, intense, erudite
- marked, salient, eminent, distinguished, projecting
- alert, immediate, instant, quick, active
- just, right, equitable, suitable, apt
- evoke, vex, anger, elicit, exasperate
- musing, reflecting, melancholy, meditative
- cross, touchy, irritable
- calm, gentle, peaceful
- boastful, self-important, vainglorious, arrogant
- careful, cautious, discreet
- abundant, extravagant, copious, lavish, plenty, more
- draw, sketch, depict
- odd, curious, fanciful, strange, queer
- feud, dissension, strife, fight, combat
- disputable, doubtful, accountable
- recall, recollect
- swift, quick, fast
- bliss, ecstasy, gladness, happiness
- emit, spread, shed
- repentance, regret, self approach
- defiant, refractory, mutinous
- adjust, harmonize, placate, propitiate
- repining, sorrowful, remorseful
- distaste, aversion, unwillingness
- redeem, deliver, save
- tell, disclose, discover, divulge, display

severe	సివియర్	తీవ్రమైన, కఠినమైన
sincere	సిన్సియర్	చిత్తశుద్ధిగల
scold	స్కోల్డ్	తిట్టు, నిందించు
slender	స్లెండర్	సన్నని
sly	స్లై	జిత్తులమారి అయిన
sober	సాబర్	గంభీరమైన
solitary	సాలిటరీ	ఏకాంతంగా వున్న
sad	శాడ్	విచారంగా వున్న
see	సీ	చూచు
show	షో	ప్రదర్శించు, చూపించు
speak	స్పీక్	మాట్లాడు
surprise	సర్ప్రైజ్	అశ్చర్యపడు
teach	టీచ్	బోధించు
think	థింక్	ఆలోచించు
thrift	థ్రిఫ్ట్	పొదుపు
treason	ట్రేజన్	రాజద్రోహం
tendency	టెండెన్సీ	వైఖరి
tough	టఫ్	కఠినమైన
unbecoming	అన్ బికిమింగ్	తగని
uphold	అప్ హోల్డ్	బలపరచు
use	యూజ్	ఉపయోగించుకొను
ultimate	అల్టిమేట్	చివరి
undergo	అండర్ గో	అనుభవించు
usual	యూజుయల్	సాధారణమైన
vanquish	వ్యాంక్విష్	ఓడించు
vehement	వెహిమెంట్	హింసా ప్రవృత్తి గల
vile	వైల్	అసహ్యకరమైన
vindictive	విండిక్టివ్	పగబట్టెడి
verge	వర్జ్	అంచు, పొలిమేర
villian	విలన్	దుష్టుడు
wane	వేన్	క్షీణించు
wax	వ్యాక్స్	వృద్ధిచెందు
warrant	వారంట్	హామీ
wrath	ర్యాత్	తీవ్రమైన అగ్రహం
weak	వీక్	బలహీనమైన
witty	విట్టి	చమత్కారమైన
yearn	యర్న్	గాఢంగా కాంక్షించు
yield	యీల్డ్	ఇచ్చు, సమర్పించు
zeal	జిల్	ఉత్సాహము, అసక్తి

- hard, harsh, rough
- frank, open, candid
- rebuke, reprove, reprimand, censure, upbraid
- slim, thin, narrow, lean
- tricky, wily, underhand
- calm, grave, serious, rational, solemn
- lonely, isolated, sole, alone
- gloomy, dejected, sorrowful, melancholy
- eye, behold, gaze, look, observe, perceive, stare, espy, spy
- exhibit, expose, display
- say, talk, tell, utter, chat, converse, discourse
- amaze, astonish, astound, wonder
- educate, explain, expound, instruct, train
- consider, brood, contemplate, meditate, ponder, reflect, muse
- economy, frugality
- betrayal, treachery, sedition, disloyalty
- inclination, trend, disposition
- hard, strong, difficult
- improper, unfit
- support, maintain, back
- employ, utilize
- last, extreme, final
- suffer, endure
- ordinary, common
- conquer, defeat, beat
- wild, violent, hot-headed
- disgusting, low, odious
- revengeful, resentful, retaliate
- margin, edge, border
- rascal, rogue, scoundrel
- subside, decrease, develop
- improve, increase, decline
- pledge, guarantee, assurance
- anger, fury, rage, ire
- decrepit, infirm, feeble
- comical, funny, humorous, jocular
- crave, desire
- give, impart, surrender, succumb, surrender, submit
- eagerness, ardour, enthusiasm

PRACTICE TEST - 1

- | | |
|---|--|
| <p>1. Advise
 a) council b) counsel
 c) practice d) proposal</p> <p>2. Miserable
 a) object b) obstruct
 c) abject d) abstract</p> <p>3. Quote
 a) sight b) sigh
 c) sue d) cite</p> <p>4. Harmony
 a) cemetery b) ceremony
 c) symmetry d) heirarchy</p> <p>5. Unlawful
 a) elicit b) draw
 c) illegitimate d) illicit</p> <p>6. Haughty
 a) imperial b) imperious
 c) adamant d) empire</p> <p>7. Wise
 a) momentous b) pragmatic
 c) judicious d) delay</p> <p>8. Loquacious
 a) victorian b) bombastic
 c) verbose d) ambiguous</p> <p>9. Courageous
 a) fickle b) insipid
 c) timorous d) fearless</p> <p>10. Watchfulness
 a) supervision b) custody
 c) superintendence d) vigil</p> <p>11. Attachment
 a) affinity b) influence
 c) causation d) appendage</p> <p>12. Weary
 a) tired b) fatigued
 c) sentimental d) appendage</p> <p>13. Bequest
 a) parsimony b) matrimony
 c) heritage d) patrimony</p> <p>14. Gullible
 a) credible b) believable
 c) credulous d) fallible</p> | <p>15. Bravery
 a) onslaught b) arrogant
 c) fortitude d) nepotism</p> <p>16. Jealous
 a) obvious b) atrocious
 c) envious d) ferocious</p> <p>17. Patronage
 a) donation b) support
 c) espionage d) beneficiary</p> <p>18. Traverse
 a) mingle b) frustrate
 c) take d) cross</p> <p>19. Found
 a) see b) establish
 c) realize d) search</p> <p>20. Recuperate
 a) Recapture b) reclaim
 c) recover d) regain</p> <p>21. Alms
 a) blessings b) charity
 c) prayers d) workshop</p> <p>22. Attenuate
 a) repent b) make thin
 c) force d) divide</p> <p>23. Vindictive
 a) revengeful b) triumphant
 c) strategic d) demonstrative</p> <p>24. Discomfit
 a) litigate b) ease
 c) conflict d) frustrate</p> <p>25. Wrath
 a) violence b) anger
 c) hatred d) displeasing</p> <p>26. Abstinence
 a) synchronic b) torrential
 c) indulgence d) gluttony</p> <p>27. Erudite
 a) execute b) expense
 c) academic d) settle</p> <p>28. Taciturnity
 a) dumbness b) changeableness
 c) hesitation d) reserve</p> |
|---|--|

29. **Taciturnity**
a) kill b) dead
c) energise d) calm
30. **Niggardly**
a) penurious b) generous
c) liberal d) nimbus
31. **Blithe**
a) joyless b) grudging
c) somnolet d) cheerful
32. **Captivate**
a) repel b) subjective
c) dangerous d) fascinate
33. **Redeem**
a) extend b) fulfil
c) reconsider d) recover
34. **Bland**
a) unpleasant b) irrigating
c) affable d) tasteless
35. **Visionary**
a) dreaming b) savant
c) philosopher d) saint
36. **Revoke**
a) repudiate b) repeal
c) annual d) force
37. **Reprisal**
a) denial b) reluctance
c) unequivocal d) retaliation
38. **Fastidious**
a) faint b) dainty
c) delicious d) dormant
39. **Attribute**
a) infer b) impute
c) interfere d) inundate
40. **Dialectic**
a) argumentative b) instructive
c) constructive d) destructive
41. **Germinate**
a) decay b) breed
c) produce d) sprout
42. **Efficacy**
a) delicacy b) ruthlessness
c) efficiency d) solemnity
43. **Magnate**
a) tycoon b) senior executive
c) non magnetic d) symbolic
44. **Facet**
a) sweet b) tap
c) deceit d) aspect
45. **Pernicious**
a) deadly b) curious
c) gorgeous d) expensive
46. **Persuade**
a) assure b) opinionated
c) convince d) cheat
47. **Fortify**
a) topple b) destroy
c) reproduce d) strengthen
48. **Phenomenal**
a) incidental b) eventful
c) natural d) extraordinary
49. **Paradigm**
a) solution b) model
c) discovery d) invention
50. **Honorary**
a) honest b) dignified
c) unpaid d) praiseworthy

PRACTICE TEST - 2

1. **Faculty**
a) privilege b) desire
c) branch d) ability
2. **Foresee**
a) contemplate b) visualise
c) assume d) hypothesis
3. **Annex**
a) add b) low
c) copy d) initial
4. **Menage**
a) suffocation b) system
c) law d) household
5. **Dilemma**
a) darkness b) freedom
c) trap d) confusion

6. **Rigmarole**
a) short-cut
b) lengthy procedure
c) unnecessary burden
d) happy responsibility
7. **Transcend**
a) lower
b) climb
c) energise
d) cross
8. **Imperative**
a) order
b) command
c) suggestion
d) necessity
9. **Exempt**
a) duty
b) provide
c) relieve
d) forgive
10. **Infirmity**
a) disease
b) malady
c) weakness
d) slimness
11. **Respite**
a) reform
b) fatigue
c) short break
d) ill - will
12. **Ecstasy**
a) joy
b) greed
c) exhausted
d) taste
13. **Dexterity**
a) zest
b) skill
c) tempo
d) efficiency
14. **Obscene**
a) unwanted
b) unhealthy
c) dirty
d) indecent
15. **Pilfer**
a) steal
b) gossip
c) loiter
d) trifle
16. **Resolved**
a) tangled
b) dispelled
c) summarised
d) strengthened
17. **Ghastly**
a) mean
b) horrible
c) unholy
d) useless
18. **Benign**
a) gentle
b) wavering
c) peaceful
d) haughty
19. **Latent**
a) concealed
b) prompt
c) apparent
d) lethargic
20. **Docile**
a) stupid
b) stubborn
c) vague
d) gentle
21. **Implicate**
a) make clear
b) doubt
c) insult
d) involve
22. **Concert**
a) beauty
b) agreement
c) power
d) musical performance
23. **Largesse**
a) liberal
b) bribe
c) great size
d) extravagant
24. **Ostentatious**
a) showy
b) noisy
c) wealthy
d) healthy
25. **Boisterous**
a) grateful
b) conflicting
c) vociferous
d) testimonial
26. **Annoy**
a) tease
b) doubt
c) suspect
d) appease
27. **Abhor**
a) hate
b) blade
c) try
d) bear
28. **Eternal**
a) frivolous
b) fickle minded
c) famine
d) permanent
29. **Bankrupt**
a) insolvent
b) intricate
c) joyful
d) overcome
30. **Ludicrous**
a) audacity
b) arrange
c) absurd
d) ostentatious
31. **Genteel**
a) villain
b) punctual
c) pretend
d) civilised
32. **Torrid**
a) scorching
b) smother
c) hourly
d) hope

33. **Steadfast**
a) inflexible
c) imaginative
b) revengeful
d) remorseful
34. **Prudence**
a) sorrowful
c) intelligence
b) omnipresent
d) enigmatic
35. **Expedient**
a) transit
c) hasten
b) tremble
d) empower
36. **Obliterate**
a) forget
c) lighten
b) remind
d) terminate
37. **Persecution**
a) selective
c) secondary
b) harassment
d) conviction
38. **Nurture**
a) salvage
c) submit
b) sorrow
d) sustain
39. **Intermittent**
a) usually
c) periodic
b) habitually
d) abundant
40. **Ordeal**
a) emancipation
c) tribulation
b) brotherhood
d) compel
41. **Lofty**
a) meagre
c) elevated
b) mediocre
d) secondary
42. **Outstanding**
a) eminent
c) queer
b) humane
d) typical
43. **Obsolete**
a) solemnity
c) longevity
b) extinct
d) quiet
44. **Jubilant**
a) beautiful
c) arrogant
b) fabulous
d) glad
45. **Genial**
a) friendly
c) cancerous
b) convertible
d) contemptible
46. **Futile**
a) beggarly
c) barren
b) waste
d) selective

47. **Erudite**
a) spectacle
c) civilized
b) special
d) problematic
48. **Decry**
a) manage
c) undermine
b) drive
d) discover
49. **Amplify**
a) talk
c) speak
b) context
d) boost
50. **Outset**
a) ending
c) strange
b) mediocre
d) beginning

KEY TO PRACTICE TESTS

PRACTICE TEST - 1

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) b | 2) c | 3) d | 4) c | 5) b |
| 6) b | 7) c | 8) c | 9) d | 10) b |
| 11) a | 12) b | 13) c | 14) c | 15) b |
| 16) c | 17) b | 18) d | 19) b | 20) b |
| 21) b | 22) b | 23) a | 24) d | 25) b |
| 26) c | 27) c | 28) d | 29) d | 30) c |
| 31) d | 32) d | 33) d | 34) d | 35) b |
| 36) b | 37) d | 38) b | 39) b | 40) b |
| 41) d | 42) c | 43) a | 44) d | 45) d |
| 46) c | 47) d | 48) d | 49) b | 50) b |

PRACTICE TEST - 2

- | | | | |
|-------|-------|-------|-------|
| 1) d | 2) b | 3) a | 4) d |
| 6) b | 7) d | 8) d | 9) b |
| 11) c | 12) a | 13) b | 14) d |
| 16) c | 17) b | 18) a | 19) a |
| 21) d | 22) b | 23) a | 24) a |
| 26) a | 27) a | 28) d | 29) a |
| 31) d | 32) a | 33) a | 34) c |
| 36) d | 37) b | 38) d | 39) c |
| 41) c | 42) a | 43) b | 44) d |
| 46) c | 47) c | 48) c | 49) d |

ONE WORD SUBSTITUTES - ఏకపద ప్రక్రిస్తాలు

A single word can be used in English language in the place of many words. Such word is called the one word substitute. Such words help the students to write economically by saving time and space.

ఆంగ్ల భాషలో అనేక పదాల స్థానంలో ఒకే పదం ఉపయోగించబడుతుంది. ఆ పదమునే one-word substitute (ఏకపద ప్రక్రిస్తుం) అంటారు. అవి కాలం, స్థలం, పొదుపు చేయడం ద్వారా విద్యార్థులకెంతగానో ఉపకరిస్తాయి.

abbreviate	: (చిన్నదిగా చేయు, కుదించు) to make something short
abdicate	: (త్యజించు) to give up officially some position
ablution	: (అభిషేకము) a ceremonious washing for a religious purpose
abolition	: (రద్దు) act of putting an end to something
acquittal	: (విడుదల) the act of declaring not guilty in a court of law
acrobatics	: (సాహస విన్యాసాలు) the acts and tricks of an acrobat
adage	: (సూక్తి) an old wise saying used by many
adept	: (నిపుణుడు, నిష్ణాతుడు) a person who is highly skilled in something
aesthete	: (సౌందర్యపిపాసి) a person who had a highly developed sense of beauty
alibi	: (సజీవ సాక్ష్యం) proof that a person who has been charged with a crime was present in another place of the occurrence of the crime
alimony	: (మనోవర్తి) money decided to pay regularly to one's former wife or husband after having been divorced or separated
amphibian	: (ఉభయచరము) an animal that can live on land and in water
anecdote	: (సంఘటన, వృత్తాంతం) a short interesting or amusing story about an event
anonymous	: (అనామక) of a person whose name is not known
antidote	: (విరుగుడు) a substance that stops working inside or prevents the bad effects of a disease
apiculture	: (తేనెటీగల పెంపకం) the keeping of bees for raising profits
archaeologist	: (పురాతత్వవేత్త) one who studies human antiquity
athiest	: (నాస్తికుడు) a person who does not believe in the existence of God
ballad	: (జానపద వీరగాథాగీతం) a story told in the form of a song or poem
belligerent	: (కలహశీలుడు) showing eagerness to fight or argue
blasphemy	: (దైవదూషణ) words uttered impiously about God.
bureaucracy	: (ఉద్యోగ స్వామ్యము, బ్యూరోక్రసీ) government dominated by officials
cacophony	: (గడబిడ, బొంగురుగొంతుధ్వని) having an ugly and unpleasant voice
calligraphy	: (ముత్యాల దస్తూరీ) beautiful writing by hand; the art of engraving on metals like copper or bronze
cannibal	: (నరభక్షకుడు, స్వమాంసభక్షి) that who eats human flesh, animal that feeds on its own species
carnivorous	: (మాంసాహార) feeding on flesh

centennial	: (శతాబ్దికి చెందిన) (the day or year that is) 100 years after an important event.
centipede	: (బహుపాది) an insect having many legs
charlatan	: (పండితమ్మన్యడు) a quack or a pretender of knowledge
circumlocution	: (డొంక తిరుగుడు వివరణ) a round about way of expression
confluence	: (సంగమము) place where two rivers flow together and become one
culmination	: (పరిపూర్ణస్థితి) attainment of the highest point
defendant	: (ప్రతివాది) people against whom legal action is brought
diffidence	: (ఆత్మవిశ్వాసం లేకపోవడం) lack of self confidence
diplomacy	: (దౌత్యం) the art and practice of conducting negotiating between nations
drought	: (కరువు, అనావృష్టి) extreme dry weather without any rainfall
edible	: (ఖాద్య - తినదగిన) fit to eat, eatable
emigrate	: (విదేశవాసం పోవు) to leave one's own country to another in order to live there
encyclopaedia	: (విజ్ఞాన సర్వస్వం) a book giving information on all branches of knowledge
enigma	: (విచిత్రంగా ఉండి నమ్మలేని) a person, thing or event that is mysterious and hard to understand
ephemeral	: (ఏకదిన పర్యంత) flowers and insects or anything lasting for only one day
epilogue	: (అంత్యగద్యం) concluding part of a literary work
epitaph	: (స్మృతి శాసనం) inscription in memory of dead person, often written on a stone above his grave
expiate	: (ప్రాయశ్చిత్తము చేసుకొను) to make amends for a sin
extempore	: (అప్రయత్నసిద్ధంగా) a speech delivered without preparation
facsimile	: (యథాతథము) an exact copy as of a picture or writing
fanatic	: (మూఢ విశ్వాసి) a person filled with excessive and mistaken enthusiasm or praise
fiscal	: (ప్రజాద్రవ్య విచ్ఛిన్) something that pertains to public revenue
fluctuate	: (ఘోచృతగ్గులు చెందుచుండు, తరచు మారుచుండు) to rise and fall; to change from state to another
fragile	: (తేలికగా పగిలే) easily broken or damaged
franchise	: (ఓటు హక్కు వినియోగించు) the right to vote in public election
frivolity	: (ఉదాసీనత) not taking important matters seriously
funeral	: (శవ సంస్కారము) disposal of the dead with the usual ceremonies
futile	: (నిరర్థకమైన) having no effect
gaiety	: (ఉల్లాసం) the state of being gay or happy
galaxy	: (నక్షత్రరాశి) any of the group of stars which make up the universe
gazette	: (రాజపత్రం) an official newspaper
genocide	: (నరమేధము) killing of an entire religious group, class etc.
genteel	: (కుహనాసభ్యత) trying to show unnaturally polite manners so as to appear important
germicide	: (సూక్ష్మజీవినాశిని) substance which kills germs

granary	: (ధాన్యాగారం) a room where grain is stored
gregarious	: (గుంపులతోకూడి ఉండటం కోరిక) fond of moving in companies and liking the company of others
gullible	: (మోసగింపదగిన) easily tricked especially into a false belief; one who can be duped or fooled
habitat	: (సహజనివాసం) the natural home of a plant or animal
homogeneous	: (సజాతీయ) belonging to the same kind; things which contain elements of the same nature
hypocrisy	: (మోసకారిత్వం) the act of pretending to be different from and usually different from what one believes than one in
hypothesis	: (ప్రమేయము, ఊహ) supposition made as basic for reasoning
illegal	: (చట్టవిరుద్ధమైన) that which is against the law
immigrant	: (విలాసవాసి) who came to live in a foreign country
imminent	: (త్వరలో జరుగబోవు) which is going to happen very soon
implicit	: (ప్రశ్నింపక అనుసరించవలసిన) a statement accepted though not plainly expressed
incredible	: (నమ్మలేని) a thing which cannot be believed
indigenous	: (స్వదేశీ) produced in one's own country
infallible	: (తప్పుచేయలేని) a man who cannot be overcome
insomnia	: (నిద్రలేమి) prolonged inability to sleep
jubilant	: (అతి సంతోషకరమైన) expressing great joy
kleptomania	: (దొంగతనం చేయాలనే అకాంక్ష) a compulsion to steal
lagoon	: (సముద్రపుకయ్య) a lake of sea water partly or completely separated from the sea
largesse	: (అవసరంలో ఉన్నవారిని ఆదుకోవటం) generosity to those in need, willingness to give money to poor people by rich people.
lofty	: (ఘనమైన) of unusually high quality of thinking
manicure	: (నఖసంరక్షణ) trimming and shaping of finger nails
manuscript	: (వ్రాతప్రతి) a hand written document
martyr	: (మృతపీరుడు) one who dies for his noble beliefs
maxim	: (నియమం) rule for good and sensible behaviour
mercenary	: (ధనంకోసం పనిచేసేవాడు) one who works for money
misogynist	: (స్త్రీ ద్వేషి) one who hates women
momentary	: (తాత్కాలిక) lasting for a short time
monogamy	: (ఏకపత్నీత్వము) the custom of having only one wife
monopoly	: (ఏకస్వామ్యం) exclusive possession of the right of trade of some commodities
monotheism	: (ఏకేశ్వర సిద్ధాంతము) belief in one god only
mundane	: (సాధారణ) ordinary and typically unexciting
mythical	: (ఊహాబనిత) not real, imagined or invented
nefarious	: (అనైతిక, చట్టవిరుద్ధ) act against laws or moral principles
nepotism	: (బంధుప్రీతి) favour shown by a man in power to his relatives

nightmare	: (పీడకల) an unpleasant or terrible dream
nocturnal	: (రాత్రించరి) happening or moving at night
obfuscate	: (అర్థంకాకుండా చేయు) make difficult to understand
obliterate	: (తుడిచివేయు) to remove all signs of something
ocular	: (కంటికి చెందిన) relating to the eye
omnipotent	: (సర్వశక్తివంతుడు) one who is all powerful
omnivorous	: (శాకాహార, మాంసాహార భక్షత) animals which eat both meat and vegetables
opaque	: (కాంతి నిరోధకము) anything through which light cannot travel
optimist	: (ఆశావాది) one who has hopes of the coming times
overlook	: (పట్టించుకొనకపోవు) to pretend not to see
paediatrician	: (శిశువైద్యుడు) doctor who has a special study of the children diseases
panacea	: (సర్వరోగ నివారణి) a medicine that is supposed to cure any illness
patrimony	: (పైతృక ఆస్తి) property received from one's father
pecuniary	: (ధనసంబంధ) relating to money
pedestrian	: (ప్రాదచారి) a person who goes on foot
penitent	: (పశ్చాత్తప్త) showing sorrow for having done wrong
percolate	: (ప్రసవించు) to pass slowly through a material having small holes
perdition	: (సర్వనాశనం) total destruction of everything
perjury	: (దొంగ సాక్ష్యం) false testimony while under oath
persevere	: (శ్రమించి సాధించు) to make a steady and continuous effort to achieve an aim in spite of difficulties
pestilence	: (జాడ్యము) a disease that causes death and spreads quickly
philander	: (ప్రేమ నటించేవాడు) make love without seriousness; one whose favourite recreation is love making
phobia	: (మహాభీతి) strong and unnatural dislike or fear for something
pilgrim	: (తీర్థయాత్రీకుడు) one who journeys to holy place
puke	: (పరువు తీయడం కోసం నొప్పించడం) to make angry by hurting the pride
polyandry	: (బహుభర్తృత్వం) the custom of having more than one husband at the same time
polygamy	: (బహుభార్యాత్వము) having several wives at the same time
posterior	: (తదనంతరము) later in time or order
prodigal	: (దుబారాచేయు) reckless with money
prostrate	: (సాష్టాంగపడు) to lie in a flat position with the face to the ground
pro prowess	: (అత్యున్నత ధైర్యము) great personal bravery
pseudonym	: (అకాశరామన్న) a fictitious name used by an author
pyre	: (చిలి) a large pile of wood for burning a dead body
quack	: (దొంగవైద్యుడు) a person who pretends to have knowledge of medicine
rampage	: (అతితీవ్ర ప్రవర్తన) excited and violent behaviour
rapport	: (సామీప్య సహసంబంధం) close understanding and agreement between persons

ravine	: (కనుమ) a deep narrow valley with steep sides
reconcile	: (తిరిగి మిత్రులు అగు, తప్పులు సవరించుకొను) become friendly, again after a quarrel or to correct inconsistency
recuperate	: (స్వస్థతపొందు) to get well again after illness
refugee	: (కాందిశీకుడు) one who is forced to leave his native country or state due to war mutiny or famine
regicide	: (ప్రభుహత్య) the crime of killing a king or queen
rehabilitate	: (పునర్యవ్వనవంతుని చేయు) to restore to proper condition, to enable to live a normal life again
relegate	: (హోదా తగ్గించు) to put into lower position or status
repugnance	: (తీవ్ర విముఖత) the feeling of strong dislike
respondent	: (ప్రతివాది, ముద్దాయి) a person who has to answer a charge in a law suit
retard	: (వేగక్రిణత) slower in development than normal
reverence	: (గౌరవముతో కూడిన భక్తి) great respect and admiration mixed with love
sagacious	: (సమర్థమైన ఆలోచనలు గల) having or showing deep understanding and good judgement
salvation	: (పాపపరిహారం, విముక్తి) saving from evil
sanctuary	: (సంరక్షణ కేంద్రము) a place where birds and animals are protected from harm from hunters
scape goat	: (బలి పశువు) one who is made to bear blame for others
scenario	: (కార్యాచరణ ప్రణాళిక) a descriptive writing of a possible future course of events or actions
scruple	: (నైతిక నియమం) a moral principle
segregate	: (విడదీయు) to separate or set apart as per grades
sensual	: (ఇంద్రియసుఖాలసత గల) devoted to the pleasures of the senses, voluptuous.
sinecure	: (జీతం ఉండి పనిలేని పదవి) an office with salary but without work
slander	: (తప్పుడు ప్రచారం) malicious talk regarding a person's character
sluggish	: (మందమైన) slow moving; not very active
soliloquy	: (స్వగతము) a speech in a play which the character speaks to himself or herself
spinster	: (అవివాహిత స్త్రీ) an unmarried woman
stalwart	: (బలమైన అనుయాయి) a firm dependable follower
stampede	: (తొక్కిసలాట) a sudden rush of a large number of frightened animals, people etc
stimulant	: (ఉత్తేజకారి) anything which encourages further or greater activity
stoic	: (బాధాసుఖములకు వెరపని వాడు, స్థితప్రజ్ఞుడు) one who is indifferent to pain or pleasure
stupendous	: (అతిపెద్ద గొప్ప) surprisingly great
taboo	: (నిషేధితము) a strong social or religious custom forbidding some act
tactical	: (చాతుర్యము గల) using the existing means cleverly to attain a desired result

tale bearer	: (చాడీలు చెప్పేవాడు) a person who intentionally spreads false or unkind pieces of news around
temporal	: (ఐహిక మత ప్రమేయము లేని) related to practical affairs as opposed to religious affairs secular
tender	: (టెండర్) offer made by firms to supply material at certain rates
tenure	: (పదవీకాలం) the length of time one holds an office
terrestrial	: (భౌమ, భూసంబంధ) of or related to the earth
thesaurus	: (పర్యాయపద నిఘంటువు) a dictionary in which many words are given for the same meaning
toddler	: (తప్పటడుగులు వేసేవాడు) a child who has just learnt to walk
truant	: (బడివిగొట్టే విద్యార్థి) child who stays away from school without leave
tyro	: (అనుభవ శూన్యుడు) novice, a person with little experience
ultimatum	: (తుదిహెచ్చరిక) final proposal which if rejected by the opposite party may lead to war
unanimous	: (ఏకగ్రీవమైన) a decision taken with the consent of all
vindicate	: (నిందతొలగించు) to clear some one of charges to prove something which was in doubt
vulnerable	: (గురికాదగిన, తేలికగా లొంగేడు) a person or thing which can be easily attacked, harmed or wounded.
waive	: (నిరొధించు) to give up willingly a right, rule etc.
wastrel	: (దుబారాపరుడు) a person who spends foolishly and carelessly
widow	: (విధవరాలు) a woman whose husband is dead
widower	: (భార్య చనిపోయిన పురుషుడు) a man whose wife is dead
windfall	: (అదృష్ట ఆగమనం) unexpected piece of good fortune.
worrywart	: (కంగారు మనిషి) a person who worries a lot about unimportant things
zealot	: (మత, రాజకీయాభిమానం) person who is extremely enthusiastic about something especially religions or politics

PRACTICE TEST - 1

1. On who does a thing for a pleasure and not as profession

- a) amateur b) philanderer
c) empirical d) imposter

2. Government by the priests or a government which has its state religion

- a) thearach b) aristocracy
c) oligarchy d) theocracy

3. A hater of learning and knowledge

- a) misogynist b) misologist
c) masochist d) samaritan

4. A man with abnormal habits

- a) eccentric b) self controd
c) suspercillious d) arrogant

5. Animals that eat fish

- a) herbivores b) carnivores
c) garminivorous d) vegetarian

6. The act of violating the sanctity of the church

- a) camouflage b) desecration
c) sacrilege d) horosy

7. He says he can see things that you cannot

- a) martiner b) adonls
c) pedant d) clairvoyant

8. An animal that is equally at home on land and in water
 - a) cannibal
 - b) domestic
 - c) amphibious
 - d) abstemious
9. A person who does not believe in the existence of god
 - a) thiest
 - b) athiest
 - c) agnostic
 - d) ascetic
10. A tank where fish or water plants are kept
 - a) nursery
 - b) aviary
 - c) aquarium
 - d) apiary
11. A general pardon granted by the government to political offenders
 - a) amnesty
 - b) alimony
 - c) armistice
 - d) diplomacy
12. Last part of speech
 - a) epilogue
 - b) conclusion
 - c) peroration
 - d) permutation
13. A person who readily believes others
 - a) creditable
 - b) credible
 - c) credulous
 - d) sensitive
14. Process of thought
 - a) machination
 - b) insinuation
 - c) cerebration
 - d) commiseration
15. The passage of soul after death from one body to another
 - a) post diedem
 - b) transmigration
 - c) transmutation
 - d) metamorphosis
16. The foolish belief that one is god
 - a) kleptomania
 - b) schizophrenia
 - c) theomania
 - d) hypochondria
17. A person who hates women
 - a) philogynist
 - b) misanthropist
 - c) masochist
 - d) misogynist
18. A child born after the death of its father or a book published after the death of its author
 - a) post haste
 - b) post script
 - c) posterior
 - d) posthumous
19. Animals that live in flocks
 - a) pugnacious
 - b) gregarious
 - c) amphibious
 - d) migratory
20. A word which can be interpreted in many ways
 - a) confusing
 - b) heterogeneous
 - c) ambiguous
 - d) amphibious
21. A person who believes in the total abolition of war
 - a) peripatetic
 - b) pacifist
 - c) pedantic
 - d) iconoclast
22. A person who is very fond of sensuous enjoyments
 - a) sensory
 - b) bohemian
 - c) epicure
 - d) hedonist
23. The state of being married
 - a) alimony
 - b) monogamy
 - c) matrimony
 - d) masochism
24. Tendency to quarrel or fight
 - a) pugnacity
 - b) eccentricity
 - c) idiosyncrasy
 - d) bigotry
25. Honourably discharged from service
 - a) emeritus
 - b) impecunious
 - c) meritorious
 - d) meticulous
26. One who relies on experience and observation
 - a) pedant
 - b) pragmatic
 - c) empiric
 - d) imaginative
27. Glowers and insects or anything lasting only for a day
 - a) transitional
 - b) ephemeral
 - c) transient
 - d) transitory
28. To free a person from charge or blame
 - a) exculpate
 - b) inculcate
 - c) inculcate
 - d) browse
29. Freedom from care
 - a) negligence
 - b) nonchalance
 - c) indifference
 - d) insouciance
30. An office with pay but little responsibility
 - a) sinecure
 - b) prosidency
 - c) factotum
 - d) plutocracy
31. A group of small ships
 - a) archipelago
 - b) fleet
 - c) flotilla
 - d) tugs
32. A person in the habit of pointing out others' faults
 - a) interloper
 - b) officious
 - c) gossamer
 - d) gadfly

33. The study of hand writing as a guide to character

- a) forensic b) graffiti
c) hieroglyphics d) graphology

34. A long boring speech

- a) horology b) harangue
c) valediction d) filibuster

35. Accident solving of a crime

- a) investigation b) detection
c) sixth sense d) serendipity

36. A common place and unoriginal statement

- a) witticism b) preamble
c) prevarication d) platitude

37. Mutual loyalty among group members

- a) etiquette
b) homogeneity
c) esprit de corps
d) rendezvous

38. Poetry that is silly

- a) observe b) doggerel
c) dirge d) limerick

39. Inscription on a grave

- a) epigram b) oration
c) obituary d) epitaph

40. A place where bees are kept

- a) aviary b) artifice
c) diadem d) apiary

41. Something short lived

- a) ephemeral b) epicurean
c) interim d) illusory

42. Interested only in money

- a) marmoreal b) mordant
c) mercenary d) munificent

43. Scientific study of birds

- a) aviation b) ornithology
c) microbiology d) supersonics

44. A very light and thin material

- a) gossamer b) gazelle
c) coterie d) poultice

45. Mercy killing of patients who are incurable

- a) circumspection b) benignity
c) euthanasia d) apoplexy

46. General act of forgiveness on a national occasion

- a) benediction b) emancipation
c) investiture d) amnesty

47. Passing off someone else's writing as own

- a) copying b) patenting
c) plagiarism d) adaptation

48. A lake of sea water

- a) archipelago b) lagoon
c) gorge d) indention

49. The science of making watches

- a) graphology b) monopholy
c) aneroid d) horology

50. The right to vote

- a) ballot b) electorate
c) franchise d) gratuity

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) a | 2) d | 3) b | 4) a | 5) e |
| 6) c | 7) d | 8) c | 9) b | 10) c |
| 11) a | 12) a | 13) c | 14) c | 15) a |
| 16) c | 17) d | 18) d | 19) b | 20) a |
| 21) b | 22) c | 23) c | 24) a | 25) b |
| 26) c | 27) b | 28) a | 29) d | 30) c |
| 31) c | 32) d | 33) d | 34) b | 35) c |
| 36) d | 37) c | 38) b | 39) d | 40) a |
| 41) a | 42) c | 43) b | 44) a | 45) d |
| 46) d | 47) c | 48) b | 49) d | 50) c |

SPELLING

Words can be identified through sounds in speech and through spelling in writing. Each word has a different meaning and a different job to do. So every word must be properly identified and differentiated from other.

(మాటలను ఉచ్చారణ ద్వారాను, వ్రాయుట ద్వారాను గుర్తించెదము. ఒక్కొక్కమాట ఒక్కొక్క అర్థములో ఒక్కొక్క సందర్భములో వున్నది. కావున ప్రతి మాటను జాగ్రత్తగా గుర్తించి, ఒక మాటకు మరియొక మాటకు వున్న తేడాను తెలిసికొనవలెను.)

It is often said that English spelling is irregular. But there is some regularity in it. Here are some hints to learn English spelling without much difficulty.

i) The letter 'u' often follows the letter 'q'.

'q' తర్వాత 'u' వస్తుంది.

Ex : quite, acquire, request.

ii) Many nouns end with - tion, - sion, - dom, - ment, - ship.

చాలా నామవాచకాల చివర 'tion', 'sion', 'dom', 'ment', 'ship' వస్తాయి.

Ex : examination, expansion, freedom, increment, friendship.

iii) Certain nouns end with - son, - shion, - cion

కొన్ని నామవాచకాలు 'sion', 'shion', 'cion' తో అంతమవుతాయి.

Ex : reason, fashion, suspicion.

iv) Some words have rare spelling. They should be studied and remembered carefully. Some letters are not pronounced in some words. So the student has to take care of the spelling of such words.

Each word consists of one or more syllables or parts. A syllable is a unit pronunciation consisting of a vowel alone or of a vowel with one or more consonants.

(ప్రతి పదము ఒకటి లేక అంతకంటే ఎక్కువ syllables కలిగి ఉండును. ఒక syllable నందు ఒక అచ్చు అక్షరము మాత్రమే లేక ఒక అచ్చు అక్షరముతో బాటు ఒకటి లేక అంతకంటే ఎక్కువ హల్లు అక్షరములుండును.)

Ex : bus (consonant - vowel - consonant)

at (vowel - consonant)

Here are the example of words consisting of one or more syllables.

1. One part or mono-syllabic words :

scoff	mock	mark	yet	help
show	script	now	rich	plan
throw	spelt	skill	learn	think

(ఈ పదాలలో ఒక syllable మాత్రమే వున్నది. కావున వీనిని విభజింపవలసిన పనిలేదు.)

2. Words with more than one part or syllable :

as-pect	neg-lec-ted	tra-gic-ally
ne-ces-sary	ex-per-lence	hur-led-ly
lin-guis-tic	con-sequ-ence	di-vi-dends
chil-dish	des-pair	in-tro-duc-tory
ele-ment-ary	il-leg-ible	ex-cep-tion
un-der-gra-duate	ac-quir-ed	re-prod-uce

(ఈ పదాలలో రెండు syllables అంతకంటే ఎక్కువ గలవు. కావున వీనిని విభజించుటూ గీతలు ఉంచబడినవి.)

LETTERS AND SOUNDS

1. The English alphabet has twenty six letters. But it has forty four sounds. So one letter represents more than one sound.

(ఇంగ్లీషు భాషలో 26 అక్షరములు, 44 ధ్వనులు కలవు. అందువలన ఒక అక్షరము ఒకదానికంటే ఎక్కువ ధ్వనులు సూచించును.)

Here is a list of 44 words with the letter 'a' having different sounds.

ace	are	abet	adze	alien	adapt
aft	ark	abut	aeon	alum	adept
age	ash	ache	ague	amen	adopt
ale	also	acid	aide	anon	anthem
ape	awe	acme	alter	apex	
alms	awh	acne	altar	apse	
amp	awn	acre	aloof	adage	
apt	axe	audit	alpha	adroit	

2. Sometimes the same sound can be represented by different letters or combination of letters.

Here is a list of words for the 'f' sound with four different spellings - (f; ff; ph; gh)

(ఒక్కొక్కసారి ఒకే ధ్వనిని వేరు వేరు పదాలద్వారా సూచించవచ్చును. ఈ క్రింద ఇచ్చిన లిస్టులో 'f' శబ్దము 4 విధముల వ్రాయబడినది. గమనించగలరు.)

-f-	-ff-	-ph-	-gh-
fable	off	photographically	laugh
fabricate	scoff	phenyle	cough
facade	offal	physics	rough
refer	offer	graph	trough
prefer	offend	epitaph	enough
fifty	office	caliph	tough
lofty	effect	phenomenon	
chief	affect	philanthropy	
relief	difficult	philately	
brief	bluff	phobia	
mischief	different		
refuse	diffuse		

Note : i) 'f' and 'ph' can occur in any part of the word.

ii) 'ff' does not occur at the beginning of the word combination.



LIST OF WORDS COMMONLY MIS-SPELT

సాధారణంగా తప్పుగా వ్రాసే పదాలు

Abbreviate	Concession	Geography	Mischievous	Rhyme
Abridgement	Condemn	Glutton	Millionaire	Rhythm
Academic	Confidant (Noun)	Governor	Miscellaneous	Righteous
Accessory	Confident (Adj)	Goddess	Mosquito	Routine
Accelerate	Convenient	Gorgeous	Moustache	Rogue
Accidentally	Condescension	Grievance	Museum	Sacred
Accommodate	Column	Grotesque	Nuisance	Sacrilege
Acclamation	Correspondence	Guarantee	Necessitate	Sceptre
Accumulation	Colloquial	Gymnasium	Noticeable	Scissors
Acquaintance	Curriculum	Harass	Neighbour	Sculpture
Accompaniment	Counsel (advice)	Hereditary	Obnoxious	Schedule
Acknowledgement	Council (meeting)	Hurricane	Occurred	Seizure
Administrator	Counterfeit	Hygiene	Occurrence	Separate
Advantageous	Deceit	Independent	Omitted	Shepherd
Aeroplane	Deceive	Indefatigable	Omission	Simultaneous
Aesthetic	Deficiency	Influential	Ominous	Sovereign
Affectionate	Dependant	Ingenuity	Oscillate	Soliloquy
Amateur	Dependent	Irregular	Overwhelming	Spontaneity
Ambassador	Descendant	Irresistible	Pamphlet	Splendour
Ambiguity	Dialogue	Irrelevant	Perennial	Stationery (Noun)
Ambitious	Dilemma	Incorrigible	Perceive	Stereotype
Ammunition	Discernible	Indefensible	Perseverance	Stratagem
Appetito	Druggist	Inexhaustible	Permanence	Stationary (Adj)
Apprentice	Dysentery	Inflammation	Pharmaceutical	Stomach
Approximate	Ecclesiastical	Jealousy	Physique	Superstitious
Appropriate	Ecstasy	Juggler	Phenomenon	Superintendent
Architecture	Efficiency	Judgement	Pigeon	Supervisor
Ascetic	Elementary	Kitchen	Pneumonia	Surfelt
Assailant	Equilibrium	Knave	Potato	Symmetrical
Attendant	Erroneous	Kneel	Programme	Technique
Autumn	Exaggeration	Laboratory	Pretentious	Tenacious
Banquet	Exhibitor	Laurel	Proprietor	Temperament
Bankruptcy	Explanation	Lavatory	Quarrel	Transgressor
Battalion	Extravagance	Leisure	Queue	Transience
Benevolent	Fasten	Leniency	Quote	Transcendent
Bequeath	Favourite	Liquor	Quinine	Utterance
Biscuit	Facilitate	Lightning	Recede	Unmistakable
Boundary	Fallacious	Lightening	Referee	Vaseline
Bureaucracy	Felicitate	Magnificent	Referred	Vaccination
Carpentry	Feudal	Magnificence	Rohqarsal	Ventilator
Catalogue	Fibre	Magazine	Recurrence	Victious
Ceiling	Forfeit	Massacre	Reference	Viciousness
Chancellor	Forgivable	Martyr	Reminiscence	Villainous
Chocolate	Forgettable	Manageable	Reconciliation	Vocabulary
Cigarette	Freight	Mathematics	Resurrection	Weight
Compote	Fulfil	Medieval	Romembrance	Wednesday
Competition	Gaiety	Merchery	Romittance	Worshipped
Compliment	Gazette	Melancholy	Regrettable	Zoology
Committent	Genius	Missionary	Restaurant	
Commemorate	Genuine			
Committee	Geometry			
Conceive				

PRACTICE TEST - 1

Choose the correctly spelt word from the following :

1. a) temperament b) tempareture
c) temporary d) tornament
2. a) spectecle b) spher
c) splendar d) sovereignty
3. a) marriage b) martire
c) marwellous d) manfacture
4. a) pessimisem b) petition
c) pleassure d) pattience
5. a) fascination b) faverite
c) fentastic d) fickel
6. a) brilliant b) blosom
c) beneath d) brochur
7. a) dimention b) dictionary
c) dissipline d) diferent
8. a) volunter b) vengence
c) velacity d) villan
9. a) monson b) museam
c) millionaire d) mnieture
10. a) professor b) programe
c) psycholegy d) practisionar

PRACTICE TEST - 2

Find the wrongly spelt word from the following :

1. a) jealous b) lawyer
c) necesary d) maintenance
2. a) material b) describe
c) dialogue d) enmitty
3. a) phygician b) dysentery
c) excellent d) knowledge
4. a) noticeable b) elimentary
c) lieutenant d) military
5. a) receit b) liquor
c) leisure d) kerosene
6. a) neighbour b) excercise
c) favourit d) minute
7. a) emminent b) procedure
c) prestige d) intellect
8. a) entrance b) devalop
c) hypocrlsy d) impossible

9. a) association b) beautiful
c) colamn d) commercial
10. a) caractere b) equipment
c) livelihood d) pronunuciation

PRACTICE TEST - 3

In the following questions a set of four words are given marked (a) to (d). In each set a word has been spelt in four different ways, one which is correct. Choose the word/correctly spelt :

1. a) immence b) imencc
c) immense d) immenzo
2. a) forine b) foreign
c) fareigne d) forign
3. a) military b) millitary
c) militery d) millittory
4. a) equivolent b) equivolnt
c) equivalant d) equivalent
5. a) restarant b) restaront
c) restaurant d) restarent
6. a) imediatly b) immodiatly
c) immediatly d) immediatly
7. a) expresion b) expriotion
c) expresiion d) expression
8. a) literature b) litteraturo
c) literatur d) literatour
9. a) embarras b) embarrass
c) emberrass d) embarass
10. a) permanant b) parmonent
c) permanent d) permilont

KEY TO PRACTICE TESTS

PRACTICE TEST - 1

- | | | | | |
|------|------|------|------|-------|
| 1) c | 2) d | 3) a | 4) b | 5) c |
| 6) c | 7) b | 8) a | 9) c | 10) d |

PRACTICE TEST - 2

- | | | | | |
|------|------|------|------|-------|
| 1) c | 2) d | 3) a | 4) b | 5) c |
| 6) c | 7) a | 8) b | 9) c | 10) d |

PRACTICE TEST - 3

- | | | | | |
|------|------|------|------|-------|
| 1) c | 2) b | 3) a | 4) d | 5) c |
| 6) b | 7) d | 8) p | 9) b | 10) d |

CLOZE THE TEST

Cloze test is a complex type of sentence completion test. Here you will be given a passage with a few blanks. It will be followed by multiple alternatives for each blank space. This is a complex type question because it evaluates the candidate's vocabulary power and his ability to judge the overall meaning of the given passage.

HOW TO CRACK THE NUT

Go through the whole passage once so as to get a rough idea about the content and spirit of the passage. Most of the passage will have logically related sentences.

In the following passages there are blanks, each of which has been numbered. These numbers are printed below the passage and against each five words are suggested, one of which fills the blank appropriately in the context of the whole passage. Find the appropriate words.

PRACTICE TEST - 1

Directions—(Q. 1–8): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, four words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Advertising is a message designed to 1 a product, a service, or an idea. In everyday life, people come into 2 with many kinds of 3. Printed advertisements make 4 a large part of newspapers and magazines. Poster ads 5 in many buses, subways and trains. Advertisements appear on many 6 on the World Wide Web. The 7 of most advertising is to 8 products or services.

- | | | | |
|---------------|--------------|---------------|----------------|
| 1. discourage | 2. promote | 3. buy | 4. get |
| 2. touching | 2. learn | 3. know | 4. contact |
| 3. announcing | 2. advertise | 3. ad | 4. advertising |
| 4. up | 2. into | 3. by | 4. for |
| 5. seen | 2. look | 3. appear | 4. find |
| 6. sights | 2. sites | 3. sites | 4. areas |
| 7. idea | 2. purpose | 3. advantages | 4. uses |
| 8. sell | 2. buy | 3. purchase | 4. deliver |

Directions—(Q. 9–16): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, four words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Encyclopaedia is a collection of 9 about people, places, events, and things. It may 10 with all areas of knowledge or it may confine itself 11 just one area. A general encyclopaedia, such as World Book, 12 information on topics in every field of knowledge. But 13 encyclopaedias provide more 14 information on specific areas of knowledge, such as art, medicine, or the social sciences. The word encyclopaedia 15 from the Greek words *enkyklios* and *paideia*, meaning general or well-rounded education. The word did not come into common use 16 the 1700's.

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|---------------------|---------------|----------------|------------|
| 9. 1. information | 2. gossips | 3. report | 4. factors |
| 10. 1. explain | 2. deal | 3. describe | 4. teach |
| 11. 1. for | 2. with | 3. to | 4. in |
| 12. 1. give | 2. includes | 3. tell | 4. have |
| 13. 1. Particularly | 2. Main | 3. Specialized | 4. Chiefly |
| 14. 1. full | 2. thoroughly | 3. detailed | 4. entire |
| 15. 1. taken | 2. brought | 3. takes | 4. comes |
| 16. 1. since | 2. until | 3. from | 4. in |

Directions—(Q. 17–24): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, four words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Dr. Ambedkar 17 an important role 18 the welfare of the downtrodden in India. He showed them a path which not only 19 to their development 20 also the development of India. He prepared the constitution of India 21 is world's largest democratic country. One of the 22 Dr. Ambedkar's multidimensional character was that he had great love for books. His interest 23 reading was 24 deep that he could concentrate on reading even in crowded or very noisy places.

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|-----------------------|---------------|-------------|-----------|
| 17. 1. made | 2. created | 3. abducted | 4. played |
| 18. 1. on | 2. about | 3. in | 4. to |
| 19. 1. led | 2. facilitate | 3. help | 4. tried |
| 20. 1. and | 2. though | 3. but | 4. yet |
| 21. 1. which | 2. it | 3. who | 4. this |
| 22. 1. characteristic | 2. features | 3. quality | 4. part |
| 23. 1. to | 2. for | 3. in | 4. of |
| 24. 1. very | 2. too | 3. entirely | 4. so |

Directions—(Q. 25–30): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, four words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Fashion, in its broadest sense, is a 25 style that is popular for a short time and then 26 by another. Fashions may 27 just a few months or several years. We speak of fashions in automobiles, furniture, or interior design, as well as in music, literature, and art. But most 28, fashion refers to a style of 29 that is worn at a given time but is expected to change. A clothing style may be introduced as a fashion, but the style becomes a 30 if it is handed down from generation to generation.

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|--------------------|---------------|----------------|--------------|
| 25. 1. differently | 2. particular | 3. important | 4. mainly |
| 26. 1. changed | 2. modify | 3. filled | 4. replaced |
| 27. 1. last | 2. live | 3. practice | 4. followed |
| 28. 1. important | 2. general | 3. commonly | 4. unusually |
| 29. 1. clothes | 2. clothing | 3. cloth | 4. garments |
| 30. 1. must | 2. need | 3. traditional | 4. custom |

PRACTICE TEST - 2

Directions—(Q. 1–8): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, four words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Environmental pollution is a term that 1 to all the ways that human activity 2 the natural environment. It is one of the most serious 3 facing humanity and other life forms today. 4 polluted air can harm crops and 5 life-threatening illnesses. Some air pollutants 6 reduced the capacity of the atmosphere to filter out the sun's harmful ultraviolet radiation. Most scientists believe that these and other air pollutants have 7 to change climates around the world. Water and soil pollution 8 the ability of farmers to grow enough food.

- | | | | |
|----------------|-------------|-------------|------------|
| 1. 1. means | 2. tells | 3. says | 4. refers |
| 2. 1. harms | 2. damage | 3. spoiled | 4. support |
| 3. 1. trouble | 2. needs | 3. problems | 4. crisis |
| 4. 1. ill | 2. Great | 3. General | 4. Badly |
| 5. 1. cause | 2. effects | 3. affect | 4. change |
| 6. 1. are | 2. have | 3. were | 4. had |
| 7. 1. arranged | 2. decided | 3. need | 4. begun |
| 8. 1. reduces | 2. maximize | 3. threaten | 4. low |

Directions—(Q. 9–15): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Euthanasia is the 9 of painlessly ending the 10 of people who have 11 illness. It may occur when incurably ill people ask their physician or a friend or relative to put them to death. It may also 12 when ill people ask others to help them 13 suicide. Euthanasia is sometimes called mercy killing. Euthanasia is a controversial practice. Some people believe patients should have an unqualified right to die. Other people 14 all forms of euthanasia to be murder or suicide and thus immoral. Still others approve of some forms of euthanasia and 15 of others.

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|------------------|---------------|---------------|--------------|
| 9. 1. request | 2. practising | 3. practice | 4. doing |
| 10. 1. existence | 2. lives | 3. decease | 4. living |
| 11. 1. incurable | 2. curable | 3. discurable | 4. incurable |
| 12. 1. occur | 2. happens | 3. arisen | 4. possible |
| 13. 1. do | 2. make | 3. prevent | 4. commit |
| 14. 1. thinks | 2. consider | 3. encourage | 4. support |
| 15. 1. Inapprove | 2. disapprove | 3. unapprove | 4. endorse |

Directions—(Q. 16–23): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, four words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

A political party is an 16 group of people 17 control or seek to control a government. In democratic countries, political parties compete 18 one another in elections to keep or gain control of a government. Political parties are 19 necessary to democratic government. Most modern democracies are representative democracies. That is, the people elect representatives to act as their agents in making and enforcing laws. In a representative democracy, some means 20 needed for 21 candidates for public office and for selecting issues for public debate. Political parties 22 these functions. At election time, the people vote into office the candidates 23 their choice.

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|-------------------|------------|----------------|--------------|
| 16. 1. planned | 2. union | 3. association | 4. organized |
| 17. 1. which | 2 who | 3. for | 4. whom |
| 18. 1. for | 2. with | 3. to | 4. by |
| 19. 1. absolutely | 2. entire | 3. so | 4. too |
| 20. 1. is | 2. are | 3. have | 4. has |
| 21. 1. elect | 2. choose | 3. nominating | 4. offering |
| 22. 1. making | 2. perform | 3. does | 4. achieved |
| 23. 1. for | 2. to | 3. of | 4. by |

Directions—(Q. 24–30): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, four words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Some time ago, a man 24 his three year old daughter for 25 a roll of gold wrapping paper. Money was tight and he became infuriated when the child tried to decorate a box to put under the Christmas tree. 26, the little girl brought the gift to her father the next morning and said, "This is for you Daddy." He was 27 by his earlier overreaction, but his anger flared again when he 28 the box empty. He yelled at her, "Don't you know that when you give someone a present, there's supposed to be something inside it?" The little girl looked up at him with tears in her eyes and said, "Oh, Daddy, it is not empty. I 29 kisses into the box. All for you, Daddy." The father was crushed. He put his arms around his little girl and he begged for her 30.

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|---------------------|-------------|------------|----------------|
| 24. 1. rebuke | 2. scold | 3. shouted | 4. punished |
| 25. 1. misused | 2. wasting | 3. spoiled | 4. cut |
| 26. 1. Nevertheless | 2. While | 3. As | 4. So |
| 27. 1. embarrassed | 2. insulted | 3. feeling | 4. suffered |
| 28. 1. found | 2. discover | 3. unwrap | 4. opened |
| 29. 1. kept | 2. put | 3. blew | 4. made |
| 30. 1. sorry | 2. apology | 3. remorse | 4. forgiveness |

KEY TO PRACTICE TESTS

PRACTICE TEST-1

- | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1) 2 | 2) 4 | 3) 4 | 4) 4 | 5) 3 | 6) 2 | 7) 2 | 8) 1 | 9) 1 | 10) 2 |
| 11) 3 | 12) 2 | 13) 3 | 14) 3 | 15) 4 | 16) 2 | 17) 4 | 18) 3 | 19) 1 | 20) 3 |
| 21) 1 | 22) 2 | 23) 3 | 24) 4 | 25) 2 | 26) 4 | 27) 1 | 28) 3 | 29) 2 | 30) 4 |

PRACTICE TEST-2

- | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1) 4 | 2) 2 | 3) 3 | 4) 4 | 5) 1 | 6) 2 | 7) 4 | 8) 3 | 9) 3 | 10) 2 |
| 11) 4 | 12) 1 | 13) 4 | 14) 2 | 15) 2 | 16) 4 | 17) 1 | 18) 2 | 19) 1 | 20) 2 |
| 21) 3 | 22) 2 | 23) 3 | 24) 4 | 25) 2 | 26) 1 | 27) 1 | 28) 1 | 29) 3 | 30) 4 |

COMMON ERRORS

PRACTICE TEST - 1

In each of the following questions, there are four sentences. Choose the correct sentence that has no errors.

1. 1. The news that I heard are very interesting.
2. The news that I heard is very interesting
3. A news that I heard are very interesting
4. News that I heard is very interesting
2. 1. Politics is a difficult subject
2. Politics are difficult subject
3. Politics is difficult subject
4. Politics are difficult subjects
3. 1. The police has been informed about the theft.
2. The polices have been informed about the theft
3. The police have been informed about the theft
4. A police has been informed about the theft
4. 1. My friend, that live in Gudivada, is a doctor
2. My friend, who lives in Gudivada, is a doctor.
3. My friend, whom lives in Gudivada, is a doctor
4. My friend, which lives in Gudivada, is a doctor
5. 1. Aruna is most prettiest girl in the class.
2. Aruna is more prettler girl in the class.
3. Aruna is the most prettiest girl in the class.
4. Aruna is more pretty girl in the class.
6. 1. I bought a big round black American plastic table
2. I bought a round big black American plastic table
3. I bought a big American round black plastic table
4. I bought a black American big round plastic table
7. 1. The three of first stanzas of the poem are confusing.
2. The first of three stanzas of the poem are confusing.
3. The first three stanzas of the poem are confusing.
4. The three first stanzas of the poem are confusing.
8. 1. Jane is hating physics
2. Jane is hated physics
3. Jane was hating physics
4. Jane hates physics
9. 1. When you saw the movie?
2. When you have seen the movie?
3. When did you saw the movie?
4. When did you see the movie?
10. 1. One of my classmates are in Germany
2. One of my classmate is in Germany
3. One of my classmates is in Germany
4. One of mine classmates are in Germany
11. 1. The principal and the clerk is coming for the meeting
2. The principal and the clerk are coming for the meeting
3. The principal and clerk are coming for the meeting
4. A principal and clerk are coming for the meeting
12. 1. My uncle and well-wisher live in the USA
2. My uncle and well-wisher are living in the USA
3. My uncle and well-wisher lives in the USA
4. My uncle and a well-wisher lives in the USA
13. 1. David asked me what I am doing
2. David asked me that what I was doing
3. David asked me what was I doing
4. David asked me what I was doing

14.
 1. Deepak lived here since 1990
 2. Deepak lives here from 1990
 3. Deepak has been living here since 1990
 4. Deepak has lived here till 1990
15.
 1. I am a lecturer, amn't I?
 2. I am not a lecturer, aren't I?
 3. I am a lecturer, are not I?
 4. I am not a lecturer, am I?
16.
 1. If I were a bird, I would fly
 2. If I was a bird, I would fly
 3. If I am a bird, I would fly
 4. If I will be a bird, I will fly
17.
 1. To swim is a pleasant exercise
 2. Swim is a pleasant exercise
 3. Swimming is a pleasant exercise
 4. To swimming is a pleasant exercise
18.
 1. The teacher will come when the bell will ring
 2. The teacher comes when the bell will ring
 3. The teacher will come when the bell rings
 4. The teacher is coming when the bell rings
19.
 1. Being a hot day, we ate ice-cream
 2. It being a hot day, we ate ice-cream
 3. Being it a hot day, we ate ice-cream
 4. It is being a hot day, we ate ice-cream
20.
 1. Mahima is not understanding the lesson
 2. Mahima is not understood the lesson
 3. Mahima doesn't understand the lesson
 4. Mahima do not understand the lesson
21.
 1. The guard prevented the man to enter the office
 2. The guard prevented the man to entering the office
 3. The guard prevented the man from entering the office
 4. The guard prevented the man entering the office
22.
 1. My mother prefers coffee to tea
 2. My mother prefers coffee than tea
 3. My mother prefers coffee for tea
 4. My mother prefers coffee but tea
23.
 1. Why are you angry with me?
 2. Why are you angry on me?
 3. Why are you angry to me?
 4. Why are you angry of me?

24.
 1. Although Padma was clever, but she fail to pass the test
 2. Although Padma was cleve r, yet she fail to pass the test
 3. Although Padma was clever, however s failed to pass the test
 4. Although Padma was clever, she failed pass the test
25.
 1. Mohammad is not only rich and but a popular
 2. Mohammad is not rich only but popular a
 3. Mohammad is not only rich yet also popu
 4. Mohammad is not only rich but also popu
26.
 1. No sooner did we completed this exer when the teacher held a test
 2. No sooner had we comple ted this exer than the teacher held a test
 3. No sooner had we completed this exer before the teacher held a test
 4. No sooner had we completed this exer before the teacher held a test
27.
 1. Neither Rishi nor Khyati are attend college tomorrow.
 2. Neither Rishi nor Khyati is attending col tomorrow.
 3. Neither Rishi or Khyati is attending col tomorrow.
 4. Neither Rishi or Khyati will attend co tomorrow.
28.
 1. You, I and he are allowed to go
 2. I, you and he are allowed to go
 3. You, he and I are allowed to go
 4. He, I and you are allowed to go
29.
 1. Do listen the news on television dally
 2. Do listen to the news on television da
 3. Be listen to the news on television da
 4. Do listen at the news on television da
30.
 1. My dress is different from your's
 2. My dress is different than yours
 3. My dress is different to your's
 4. My dress is different from yours

PRACTICE TEST - 2

In each of the following questions, there are four sentences. Choose the correct sentence that has no errors.

1. 1. I met famous Indian two writers yesterday
2. I met famous two Indian writers yesterday
3. I have met two famous Indian writers yesterday
4. I met two famous Indian writers yesterday
2. 1. If I have known about the party, I would have gone to it.
2. If I have known about the party, I would go to it
3. If I had known about the party, I would have gone to it
4. If I would know about the party, I have gone to it
3. 1. The train had already left the platform by the time I reach the station
2. The train had already left the platform by the time I reached the station
3. The train left the platform by the time I had already reached the station
4. The train already left the platform by the time I reached the station
4. 1. The criminal was hung two days ago
2. The criminal hung two days ago
3. The criminal was hanged two days ago
4. The criminal hanged two days ago
5. 1. We can't avoid to speak to her
2. We can't avoid for speaking to her
3. We can't avoid to speaking to her
4. We can't avoid speaking to her
6. 1. He is awaiting for you
2. He is awaiting to you
3. He is awaiting you
4. He awaits for you
7. 1. The children always go by walking to school
2. The children are always going by on foot to school
3. The children always go on foot to school
4. The children always goes by walk to school
8. 1. The king, with his ministers, were present
2. The king, with his ministers, was present
3. The king besides his ministers, were present
4. The king and his ministers was present
9. 1. The painter painted the door as yellow
2. The painter painted the door in yellow
3. The painter painted the door yellow
4. The painter painted the door to yellow
10. 1. I am forty years old
2. I am age of forty
3. I am forty years
4. I am running forty
11. 1. I prayed God for help
2. I prayed to God for help
3. I prayed God to help
4. I prayed God for helping
12. 1. He is more superior to me
2. He is more superior than me
3. He is superior than me
4. He is superior to me
13. 1. He is one of those which helps the blind
2. He is one of those who helps the blind
3. He is one of those who help the blind
4. He is one of those which help the blind
14. 1. The boys enjoyed during the holidays
2. The boys enjoyed themselves during the holidays
3. The boys enjoy ourselves during the holidays
4. The boys are enjoying during the holidays
15. 1. It is an unique book
2. It is the most unique book
3. It is one of the unique book
4. It is a unique book
16. 1. Priya works hard all day
2. Priya works hardly all day
3. Priya is working hardly all day
4. Priya work hard all day
17. 1. His father died with cancer
2. His father died by cancer
3. His father died of cancer
4. His father died from cancer
18. 1. She married with my brother
2. She is married to my brother
3. She is married with my brother
4. She is married my brother

19. 1. We discussed the matter
2. We discussed to the matter
3. We are discussed the matter
4. We discussed with the matter
20. 1. This house belongs to me
2. This house is belonging to me
3. This house is belonged to me
4. This house has been belonging to me
21. 1. I have never been to America
2. I never have been to America
3. I have been never to America
4. I have been to never America
22. 1. My spectacle is on the table
2. My spectacles is on the table
3. My specs are on the table
4. My spectacles are on the table
23. 1. The asleep child woke up suddenly
2. The sleeping child woke up suddenly
3. The child asleep woke up suddenly
4. The child sleeping woke up suddenly
24. 1. No sooner we saw the tiger when we fled
2. No sooner when we saw the tiger than we fled
3. No sooner did we see the tiger than we fled
4. No sooner did we see the tiger then we fled
25. 1. The pacific is the most deepest ocean
2. The pacific is the most deeper ocean
3. The pacific is a deepest ocean
4. The pacific is the deepest ocean
26. 1. One should do one's duty
2. One should do his duty
3. One should do once duty
4. One should do their duty
27. 1. He will write a poem by next week
2. He will have write a poem by next week
3. He will be writing a poem by next week
4. He will have written a poem by next week

28. 1. I can't able to lift the box
2. I can't be able to lifted the box
3. I am not able to lift the box
4. I can unable to lift the box
29. 1. She has been reading since two hours
2. She is reading for three hours
3. She has been reading for three hours
4. She has read since three hours
30. 1. She use to get up early
2. She uses to get up early
3. She is using to get up early
4. She used to get up early

KEY TO PRACTICE TESTS

PRACTICE TEST-1

1) 2	2) 1	3) 3	4) 2	5)
6) 1	7) 3	8) 4	9) 4	10)
11) 2	12) 3	13) 3	14) 3	15)
16) 1	17) 3	18) 3	19) 2	20)
21) 3	22) 1	23) 1	24) 4	25)
26) 2	27) 2	28) 3	29) 2	30)

PRACTICE TEST-2

1) 4	2) 3	3) 2	4) 3	5)
6) 3	7) 3	8) 2	9) 3	10)
11) 2	12) 4	13) 3	14) 2	15)
16) 1	17) 3	18) 2	19) 1	20)
21) 1	22) 4	23) 2	24) 3	25)
26) 1	27) 4	28) 3	29) 3	30)

PEDAGOGY

1

ASPECTS OF ENGLISH

HISTORY OF ENGLISH LANGUAGE

ENGLISH IN PRE-INDEPENDENT INDIA

- ✚ Vasco da Gama 1498 came ashore at Calicut, and restored a link between Europe and the East India.
- ✚ The Dutch were first ones to arrive in 1595. The Dutch objective was only trade.
- ✚ The Charter of December 31, 1600, granted by Queen Elizabeth I established a monopoly on trade with India and the East India Company was formed.
- ✚ The company's objective was actually the spices of Indonesia, but because of Dutch opposition they decided to change plans and go to India instead.
- ✚ The English won victory over some Portuguese territories in India as well, and the Mughal court, granted the English the right to trade and to establish factories in return for becoming the virtual naval auxiliaries of the empire.
- ✚ In 1818, the British Empire became the British Empire of India, instead of the British Empire in India. The diplomatic settlement remained in force until 1947.

THE INTRODUCTION OF BILINGUALISM IN ENGLISH IN INDIA

- ✚ The missionary phase was initiated around 1614 by Christian missionaries.
- ✚ Prominent spokesmen for English like Raja Ram Mohan Roy thought that English would open the way for people to find out about scientific developments of the West. Knowledge of Sanskrit, Persian, Arabic or of Indian vernaculars would not contribute to this goal.
- ✚ A letter of Raja Ram Mohan Roy addressed to Lord Amherst (1773-1857) from the year 1823 is often presented as evidence of local demand for English.
- ✚ Roy embraced European learning, and in his opinion, English provided Indians with "the key to all knowledge — all the really useful knowledge which the world contains".
- ✚ The Government policy, begun in 1765, when the East India Company's authority was stabilized. English was established firmly as the medium of instruction and administration.
- ✚ During the governor generalship of Lord William Bentinck in the early nineteenth century English became the language of record of government and higher courts, and government support was given to the cultivation of Western learning and science through the medium of English. In this he was supported by Lord Macaulay.

MACAULAY'S MINUTE AND THE BEGINNING OF BILINGUALISM IN ENGLISH IN INDIA

- ✚ Lord Macaulay was a central figure in the language debate over which language(s) should be used as the medium of education in India.
- ✚ The Orientalists were in the favour of use of classical languages of Indian tradition, such as Sanskrit, Persian and Arabic, which were not spoken as native languages.
- ✚ The Anglicists, on the other hand, supported English. Neither of these groups wanted to suppress the local vernaculars, mother tongues of the people.

- 13 The Anglicist group included Charles Grant (1746-1823), Lord Moira (1754-1826)
- 13 Charles Grant was considered the "Father of English Education in India"
- 13 T.B. Macaulay (1800-59); H.T. Prinsep (1792-1878) acted as the spokesman for the Orientalists' group.
- 13 The Anglicist group's views were expressed in the Minute of Macaulay, which is said to mark "the real beginning of bilingualism in India".
- 13 The Minute of Macaulay had been prepared for the governor general William Bentinck
- 13 Macaulay's Minute recorded on 2nd February 1835 proclaimed the official language policy of the British in India
- 13 According to the Minute of Macaulay a class should be formed in India, a group of people who would act as interpreters between the British and Indians, "a class of persons, Indians in blood and colour, but English in taste, in opinion, in morals and in intellect".
- 13 Public Instruction should be henceforth employed in imparting to the native population and the knowledge of English literature and science through the medium of the English language.
- 13 On 7th March 1835, the Minute received a Seal of Approval from Lord William Bentinck and an official resolution on Macaulay's resolution was passed. This resolution "formed the cornerstone of the implementation of a language policy in India and ultimately resulted in the diffusion of bilingualism in India".
- 13 The English Education which was introduced by Macaulay was consolidated through Wood's famous Education Despatch of 1854 during the time of Lord Dalhousie
- 13 Wood's Despatch firmly laid the foundation of English Education in India. It was regarded as the "Magna Carta of English Education in India."
- 13 As per the recommendations of Wood's Despatch, the first universities were established in India in 1857 (in Bombay, Calcutta and Madras).
- 13 In 1902, Lord Curzon appointed a University Commission which attempted a better learning of English.
- 13 In 1917 the Sadler's Commission recommended for the improvement of quality in teaching English. According to the recommendations of the Sadler's Commission the medium of instruction up to the school stage was to be in vernacular and in subsequent stages it was to be in English.
- 13 English was accepted as the language of the elite, of the administration, and of the pan-Indian press. English newspapers had an influential reading public. Indian literature in English was also developed.

ENGLISH IN INDEPENDENT INDIA

- 13 India, after becoming independent in 1947, was left with a colonial language, i.e. English, as the language of government.
- 13 English was the only language used for official purpose in the British India.
- 13 The University Education Commission -1948 recommended the regional languages as the media of instruction.
- 13 Nationalist motivations were of the opinion that an indigenous Indian language should be adopted as the official language. Hindi seemed most qualified for that, since it had more native speakers than any other Indian language and was already widely used in interethnic communication.
- 13 When the Constitution of India was made, it was declared in Article 343 (1) that Hindi will be the official language of the Union. It was also mentioned that over a period of fifteen years since the commencement of the Indian Constitution, Hindi will replace English, which was used as the official language of the country. However, there was provision made that Parliament can decide whether to use English as an official language or not.
- 13 There were, however, several problems with selecting Hindi.
 - Firstly, Hindi is not evenly distributed throughout the country; e.g. in the South.
 - Secondly, it was thought that the speakers of other languages would be offended by its selection; e.g. the speakers of Indian languages, for example Tamil, Telugu and Bengali, had as much right to be national languages as Hindi.

- ☞ In spite of these problems, Hindi was chosen as the national language in the constitution, and English was to be replaced by Hindi in fifteen years' time.
- ☞ The non-Hindi speaking communities across the country protested on the aspect of the change in official language from English to Hindi. This protest resulted in the enactment of the Official Language Act, 1963. The government wanted to adopt a policy which would help to maintain the status quo.
- ☞ According to the Official Language Act, 1963, since 26th January, 1965, Hindi in Devanagari script has been declared the official language of the Union.
- ☞ However, Section 3 of the Official Language Act mentioned that English may also be used for official purposes even after 1965. English has been given the status of the 'subsidiary official language' of India.
- ☞ In 1967 a law was passed which allowed the use of both Hindi and English for all official purposes and that situation still exists. As a result, English continues to be a language of both power and prestige.
- ☞ The Official Language Rules, 1976 also specifies various usages of these official languages. The Department of Official Language was formed under the Ministry of Home Affairs, which is authorized to monitor the developments and usages of the official languages of the country.

MULTILINGUALISM IN INDIA

- ☞ There are over 1200 million people and more than one thousand languages in India; the area is thus one of the most diverse linguistic and cultural areas in the world. India has some difficulty in setting up a language policy: the constitution, for example, avoids choosing a single official language.
- ☞ A regional language has its geographical bounds defined within the state. In addition to the designation of *Hindi as an official language and 22 others as national languages*, each state can choose its own regional language for use in local government affairs and in education among the languages spoken in its territory.
- ☞ India's constitution guarantees the right of all citizens to communicate in their own language with any governmental agency.
- ☞ Although there are so many languages in India, most of the people do not know any other Indian language than their own.
- ☞ English is most widely spoken second language, followed by Hindi. English is more useful as a "lingua franca"; the usefulness of Hindi as a lingua franca is regionally limited.

NATIONAL VERSUS OFFICIAL LANGUAGES

- ☞ National language is the language that is considered representative of a nation or nationality. The term connotes belonging to a nation, of ethnic and/or cultural identity. Usually it is a local language spoken as native language by at least some of the population of a nation.
- ☞ Official language is the language generally used for government administration and the Higher Courts of Law, in the media and as one of the languages of education, at least of secondary and higher education on a nationwide basis.

THE ROLE OF ENGLISH IN INDIAN MULTILINGUAL SETTING

- ☞ English serves two purposes.
 - First, it provides a linguistic tool for the administrative cohesiveness of a country, and.
 - Secondly, it serves as a language of wider communication. English functions in the Indian socio-cultural context to perform roles relevant and appropriate to the social, educational and administrative network of India.

- ☞ English is not classified as one of the 22 national languages of India. Although Hindi is the Official Language of the Union, provision was made in the Constitution that English would be used in official work until 1965, after which Hindi would replace it.
- ☞ Because of the opposition of the Dravidian south against Hindi, the Indian Government decided to further extend the role of English as an additional language with Hindi to be used for purposes of the Union and in Parliament.
- ☞ English is now recognized as an associate official language, with Hindi the official language. It is recognized as the official language in four states (Manipur, Meghalaya, Nagaland, and Tripura) and in eight Union territories.

Some Constitutional Provisions

- ☞ **Article 343:** Hindi in the Devanagari script as the official language of the Union stipulates
- ☞ **Art. 343(3):** English should continue to be used for another period of 15 years.
- ☞ **Art. 345:** Empowers Legislature of a State to adopt as official language any one or more languages in use in that State or Hindi
- ☞ **Art. 346:** Official language of the Union shall be the official language for communication between one State and another State, and between a State and the Union

The Three Language Formula

The Three Language Formula was first devised for school education by the Central Advisory Board of Education in 1956, subsequently modified by the Conference of Chief Ministers in 1961, and formally adopted by the (Kothari) Education Commission (1964-66)

It is based on the following three factors:

- (a) Recognition of the right of ethnic minorities to get educational instruction through their ML,
- (b) Promotion of state official language as a major regional language for bringing the different ethnic groups of the region into the socio-cultural mainstream,
- (c) Development of pan-Indian official language of the Union for the integration of the country as a political unit.

The Three Language Formula recognizes the following languages:

- ☞ The first language to be studied must be mother tongue or the regional standard.
- ☞ The second language: In Hindi speaking states will be some other Modern Indian Language (MIL), English, and, in non-Hindi speaking states will be Hindi or English.
- ☞ The third language in Hindi speaking states will be English or an MIL not studied as second language and in non-Hindi speaking states English or Hindi not studied as the second language.

Language for Higher Education

- ☞ Debates regarding the medium of instruction in education in India since Independence:

1. Education Commission (1948):

"English has become so much a part of our national habit. English cannot continue to occupy the place of state language as in the past"

2. Kunzru Committee (1955):

- (a) Change in the medium of instruction at the university stage should not be hastened;
- (b) Even after the change English should continue to be studied by all university students;
- (c) English should be retained as a properly studied second language in our universities

3. The Education Commission (1964-66): (Kothari Commission)

- (a) Concerted effort needed for Hindi/regional languages as the media of instruction;
- (b) The medium of examination should be the same as the medium of instruction;

- (c) English should be studied and taught as a library language;
 - (d) No student should be allowed to graduate unless he is proficient in English;
 - (e) The universities should offer special courses in remedial English and English for Special Purposes.
4. **National Integration Council (1962):** observed that:
Need to make regional languages as media of instruction at the university stage.
 5. **The Working Group of the University Grants Commission (1978):**
 - (a) English has the advantage in publications and reference materials over RLs
 - (b) Employment prospects of students educated through English medium are better
 - (c) The shift from RLs to English in universities (instruction) is a problem
 - (d) English continues to be the status symbol in society

PERCEIVED BENEFITS OF TEACHING / LEARNING ENGLISH

1. English is a highly developed language and is at present best suited for the country's industrial and scientific progress.
2. English is less troublesome because of its neutral character
3. English enables the educated Indian to move about inside and outside the country
4. English brightens the students' prospects of getting prestigious jobs
5. English is still the language of administration at the Center and in many States.
6. Beneficial for good effective education
7. Helps the country in maintaining a competitive edge in the production technical manpower
8. English in higher education was viewed as India's window to 'the world's technical and scientific information and knowledge'
9. University teachers having received education through English find it difficult to teach through Indian languages
10. Indian language-medium courses are generally not popular amongst the students because of lack of professional comparability and poor employment potential
11. It is true that the higher we move in education and the more we aspire for professional excellence the only medium left at the top is English

PROBLEMS OF TEACHING / LEARNING ENGLISH

- ☞ **Population:** The pressure of population and the craze for English has resulted in the commercialization of English teaching in India and it is market driven, and not welfare driven
- ☞ **Pluralism:** Although some estimates say that there are about 300 languages and dialects in India, the English Schedule of the constitution of India recognizes 22 languages as official languages. That is why the problem of a compulsory official language in India continues to be a puzzle.
- ☞ **Colonial Mindset:** The colonial legacy continues in the field of education. The colonial mindset has made the nation dependent on other countries and agencies for all innovative ideas even in the field of education. All the committees and commissions have only tried to adopt and adapt the colonial model, though Indians could evolve their own strategies of instruction.
- ☞ **Political Compulsions:** Language, particularly the English language, has become not only a means for power and exploitation; but has also become a site for struggle. As a result, there is no proper planning or political will or coordination among various agencies, the central government, state governments, and universities in the implementation of suitable policies.
- ☞ **Shortage of Trained Teachers:** Many teachers who teach English in schools lack the technique of foreign language teaching. They remain largely ignorant of the changes taking place in English teaching and learning across the globe

- ❖ **Imported Methods:** Imported methods of teaching English have been used in a country like India. Most of the methods advocated were developed in monolingual countries like the United Kingdom or the United States of America. They prove to be ineffective in a multilingual context.
- ❖ **Ineffective Textbooks:** The textbooks, which are prescribed for the students are not suitable and attractive. The textbooks mostly do not contain tasks where learners can draw samples from the local, every day experiences
- ❖ **Examination Oriented Teaching Pattern:** The examination oriented teaching pattern does not produce any practical impact upon the learners for various reasons. The present examination system is based on memorization and reproduction. It does not test the competence of learners in English.
- ❖ **Over Crowded Classrooms:** The physical condition of the classrooms poses a serious problem. Accommodating a huge number of students in a small room does not in any way motivate the students to learn.
- ❖ **Lack of Infrastructure and Facilities:** The infrastructure of the classrooms is inadequate. Some schools do not have enough pieces of furniture to accommodate all learners. Majority of the schools, Primary and Secondary, are all ill-equipped so far as teaching aids are concerned.
- ❖ **Socio-economic Factors:**
Those who have the necessary resources and the money send their children to the best Convents, best English medium schools and Public schools in the country and those who do not have the means are forced to be satisfied with what they get in the name of English.
- ❖ **Variation in Curriculum:** The English curriculum varies from State to State; from one school system to another. The variation in syllabus brings variation in achievement.

PRINCIPLES OF ENGLISH AS SECOND LANGUAGE

1. *English is a Flexible Language for Communication*

English is the most flexible language through which one can communicate. The attempts to make Hindi as communicative language link failed since English is the only language accepted by one and all in India.

2. *English is an International Language:*

English is the mother-tongue of 300 million people in the world. English is a second language for 700 million people. Thus about 1000 million people speak and understand English all over the world. It is the language in the U.K, U.S.A, Canada, Australia and the second language in all Commonwealth countries. English is the language of international politics, trade, commerce and industry. One out of ten persons knows English.

3. *English is a Window on the World:*

According to Nehru, "English is the window on the world". English is the only way through which we see the development taking place in political, social, economic, scientific, technical, literary, commercial and agricultural fields all over the world. In the words of F.G. French, "A traveller who can speak English can find somebody who can understand him wherever he may go; anyone who can read English can keep in touch with the whole world without leaving his own house."

4. *English is a Library Language:*

The Official Language Commission remarked that English is the key to the store house of knowledge. Books in different branches of Science are not available in Indian languages. The Kothari Commission remarked that "English would be continued as library language. This is the only way through which you get scientific knowledge. Nearly eighty percent of the books are in English. No student should be considered for a degree unless he has acquired reasonable proficiency in English."

5. *Language of Science and Technology:*

English is the *gate-way of higher education* because most of the standard books in science, medicine, engineering etc., are available in English only. So it becomes an absolute necessity for us to have knowledge in English. It keeps the reader in touch with the new trends, new innovations, new methods etc.

6. *English is a Link Language:*

English is the only language for inter-state relationship and communication since Hindi is not acceptable in many southern states. English is a *unifying factor* and helps national integration. Similarly English is the only language, through which we can voice our opinion in the international affairs.

7. *Language of Trade, Industry and Administration:*

Most business transactions within the country and between the countries are conducted in English. In trade, industry and administration, correspondence is done mainly in English.

8. *A Rich and Beautiful Language :*

It has a great expressive power. English with its great stock of words and idioms makes it capable of expressing all shades of human thought and behaviour in an economic way.

9. *A Language already known to the Indians :*

When it comes to the question of Indians learning a foreign language, it is better to learn English than any other. Because it is the most important foreign language and it has already been familiar to the Indians for more than two centuries.

10. *A Passport for Employment:*

English has been rightly described as the language of opportunity. Knowledge of English is successful passport for employment. A person with good knowledge of English is considered an asset for many jobs not only in India but also in other countries.

PRACTICE TEST

Choose the correct answer

1. The history of a second or foreign language instruction in the western world goes back to the _____, when Romans studied Greek

- A. 3rd century B.C B. 2nd century B.C
C. 1st century B.C D. None of these

2. Grammar Translation Method emerged as the chief method for teaching English as a second or foreign language from the beginning of

- A. 19th century B. 18th century
C. 17th century D. 16th century

3. Joseph Webbe's views on language teaching were based on minimal instruction in

- A. Structures
B. Vocabulary
C. Grammar
D. Pronunciation

4. Macaulay's Minute was recorded on

- A. 2nd February 1835
B. 2nd February 1854
C. 31st January 1902
D. 31st January 1917

5. Macaulay's Minute proclaimed the _____ policy of the British Government

- A. Official language
B. Associate Language
C. Official Associate Language
D. International language

6. The English Education in India was introduced by

- A. Wood B. Macaulay
C. Sadler D. Lord Curzon

7. Wood's famous Education Despatch was introduced in

- A. 1821 B. 1835 C. 1854 D. 1902

8. The Kothari Commission recommended English as

- A. Link Language
- B. Library language
- C. Literary language
- D. All the above

9. According to Nehru, English is

- A. the window on the world
- B. the roof of the world
- C. the crown of the world
- D. None of these

10. The term 'second language' is used to describe any language whose acquisition starts

- A. soon after birth
- B. after the early childhood
- C. in the early adulthood
- D. in the late adulthood

11. Language learning is a/an _____ process

- A. subconscious
- B. conscious
- C. unconscious
- D. super conscious

12. Language acquisition is a/an _____ process

- A. subconscious
- B. conscious
- C. unconscious
- D. super conscious

13. Who are the best suited to learn a second language?

- A. children below 6 years age
- B. children above 6 years age
- C. teenage children
- D. adults

14. MLAT stands for

- A. Mental Level Assessment Test
- B. Modern Language Attitude Test
- C. Model Language Aptitude Test
- D. Modern Language Aptitude Test

15. If the patterns of the mother tongue (L1) and target language are similar there is a

- A. positive transfer
- B. negative transfer
- C. Zero transfer
- D. None of these

16. English is taught as a foreign language in the following countries

- 1. The USA, the UK, China
- 2. Japan, China, India
- 3. China, Japan, Greece
- 4. India, Australia, South Africa

A. 2 and 3 only

B. 1 and 4 only

C. 3 only

D. 4 only

17. English is taught as a second language in the following countries

- A. India, Singapore, Malawi
- B. The USA, the UK, Australia
- C. Japan, China, Greece
- D. All of the above

18. ELT stands for

- A. English Learning Technique
- B. English Learning Trainee
- C. English Language Teaching
- D. English Language Test

19. English rather than Chinese is considered a global language because

- A. it is spoken by the largest population in the world
- B. it is easily learnt by the foreigners
- C. it is widely spread almost all over the world
- D. it is the language with great vocabulary

20. "a class of persons, Indians in blood and colour but English in taste, in opinion, in morals and in intellect" is the outlook of

- A. Wood
- B. Macaulay
- C. Lord Minto
- D. Charles Grant

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 2. A | 3. C | 4. A | 5. B |
| 6. B | 7. C | 8. B | 9. A | 10. C |
| 11. B | 12. A | 13. A | 14. D | 15. C |
| 16. C | 17. A | 18. C | 19. C | 20. B |

2

OBJECTIVES OF TEACHING ENGLISH

LINGUISTIC PRINCIPLES

1. **Language is a system:**
The system of language functions through sounds, words and structures. There can be no utterance without them
2. **Language is vocal:**
Language is primarily speech. Speech is the fundamental thing in language – reading and writing are secondary
3. **Language is a system of symbols:**
The system of language works through symbols i.e. words
4. **Language is composed of arbitrary symbols:**
There is no relation between any language item and what it indicates. It is matter of convention. That is why language is not only arbitrary but also conventional
5. **Language is learned:**
Language is not automatic or instinctive to man as walking to. One learns a language from other people.
6. **Language is made up of habits:**
No language can be learnt without sufficient practice. Learning a language is a process of habit formation
7. **Language is for communication:**
The main purpose of language is communication.
8. **Language is related to the culture in which it exists:**
Language does not exist where there are no people. It is related to the culture in which it exists.
9. **Language is unique:**
No two languages in the world have the same set or patterns of sounds, of grammatical signals, of syntax or vocabulary. Each language is unique
10. **Language changes.**
No language is static. It is ever undergoing a change.

THE FOUR GENERAL OBJECTIVES OF TEACHING ENGLISH

The principal aim of teaching English in India is to make the students proficient enough to use the four language skills (LSRW) with felicity and ease.

There are four general objectives of teaching English at the school stage. They are :

1. To enable the students to understand English when spoken(Listening)
2. To enable them to speak English(Speaking)
3. To enable them to read English(Reading)
4. To enable them to write English(Writing)

The above four objectives correspond to the four language skills or abilities, viz., listening, speaking, reading and writing.

Listening and reading are passive or receptive skills.

Speaking and writing are active or productive skills.

It is easier to learn receptive than productive skills.

OBJECTIVES OF TEACHING POETRY

Coleridge defined "prose as words in their best order and poetry as the best words in their best order". Prose appeals to head and poetry appeals to heart. The most important aim of teaching poetry is to give pleasure.

GENERAL OBJECTIVES:

1. To enable the students to appreciate the beauty of the poem
2. To enable them to enjoy the music of the poem.
3. To enable the students to read the poem aloud with proper rhythm and intonation.
4. To develop aesthetic sense and literary taste in the student.

SPECIFIC OBJECTIVES:

1. To enable the students to understand the theme, central idea and the moral of the poem
2. To enable the students to understand the mood, imagination and style of the poet.

OBJECTIVES OF TEACHING PROSE

GENERAL OBJECTIVES:

1. To help the students enjoy learning English
2. To enable them to listen to English spoken by their teachers and classmates and understand it.
3. To enable them to speak English with their teachers and classmates
4. To enable them to read and understand the given reading materials
5. To enable them to write simple English

SPECIFIC OBJECTIVES:

1. To enable the students to learn the elements of language
 - a) Structural/ Functional items
 - b) Active vocabulary
 - c) Passive vocabulary
 - d) Pronunciation
 - e) Spelling
2. To enable the students to understand the given passage

TEACHING A SUPPLEMENTARY READER

Supplementary Readers are the books that pupils are expected to study in addition to their main Readers. The Readers are meant for intensive and detailed study whereas the Supplementary Readers are meant for extensive and non-detailed study. Supplementary Readers are very much helpful in developing the reading skill of the pupils.

OBJECTIVES OF TEACHING A SUPPLEMENTARY READER

1. To create interest in the pupils and develop a taste for wide reading
2. To improve their skill in silent reading with a reasonable speed
3. To motivate them for self study
4. To expand their passive vocabulary
5. To help their intellectual and emotional development
6. To help them to reinforce the vocabulary and structures already learnt by the pupils

TEACHING COMPOSITION

Composition means the ability to put words and sentences together to express one's own ideas. It is the expression of our thoughts, ideas, feelings and observations in a refined language. The power of expression in a language is a matter of skill rather than of knowledge.

Objectives of Teaching Composition

1. To give sufficient writing practice to the students
2. To enable them to improve the skill of expression
3. To enable them to think originally, organize their ideas systematically and write independently
4. To help them think freely
5. To develop their power of imagination
6. To help them organize their ideas logically and in continuation
7. To enable them to use appropriate techniques in different types of writing. For example: précis, essay, letter etc.
8. To help them write legibly with correct punctuation
9. To bring out the originality and creativity of the students
10. To help them spell the words correctly

PRACTICE TEST

Choose the correct answer

1. Which of the following are passive skills?

- A. Listening and Reading
- B. Listening and Speaking
- C. Reading and Writing
- D. Reading and Speaking

2. Which of the following are active skills?

- A. Listening and Reading
- B. Reading and Speaking
- C. Reading and Writing
- D. Speaking and Writing

3. Which of the following is not an objective of teaching composition?

- A. To give sufficient writing practice to the students
- B. To enable them to use appropriate techniques in different types of writing
- C. To create interest in the pupils and develop a taste for wide reading
- D. To enable them to think originally, organize their ideas systematically and write independently

4. Which of the following is an objective of teaching Supplementary Reader?

- A. To create interest in the pupils and develop a taste for wide reading
- B. To improve their skill in silent reading with a reasonable speed
- C. To motivate them for self study
- D. All the above

5. Which of the following is not an objective of teaching prose?

- A. To enable the students to speak English with their teachers and classmates
- B. To develop aesthetic sense in the students
- C. To enable the students to learn the elements of language
- D. To enable them to listen to English spoken by their teachers and classmates and understand it.

6. Which of the following is an objective of teaching poetry?

- A. To enable the students to appreciate the beauty of the poem
- B. To enable them to enjoy the music of the poem.
- C. To enable the students to read the poem aloud with proper rhythm and intonation.
- D. All the above

7. Developing aesthetic sense in the students is primarily an objective of teaching
- Poetry
 - Prose
 - Supplementary Reader
 - Composition
8. Enabling the students to use appropriate techniques in different types of writing is an objective of teaching
- Prose
 - Poetry
 - Supplementary Reader
 - Composition
9. Passive skills are also known as
- Receptive Skills
 - Dynamic Skills
 - Lively Skills
 - Vibrant Skills
10. Active Skills are also known as
- Receptive Skills
 - Open Skills
 - Productive Skills
 - Accessible Skills
11. It is easier to learn
- Productive than Receptive skills
 - Receptive than Productive skills.
 - Both Receptive and Productive skills
 - None of these
12. One of the objectives of teaching Prose is enabling the students to understand English when spoken. This refers to
- Listening Skill
 - Speaking Skill
 - Reading Skill
 - Writing Skill
13. Supplementary Readers are meant for
- intensive study
 - extensive study
 - detailed study
 - thorough study
14. At the early stage, expression in reading should be in the form of
- Silent Reading
 - Loud Reading
 - Critical Reading
 - Analytical Reading
15. Out of the four language skills, which is most complex skill?
- Listening
 - Speaking
 - Reading
 - Writing
16. Much of the first language acquisition process within the first five years depends exclusively on
- Listening
 - Speaking
 - Reading
 - Writing
17. Which of the following statements is true?
- Written composition should precede all kind of oral composition
 - Oral composition should precede all kind of written composition
 - The teaching of Oral composition and written composition should begin at the same time
 - None of these
18. Loud Reading provides scope for
- better comprehension
 - learning spelling
 - correcting pronunciation
 - All of the above
19. Which of the following skill is the most important according to Dr. West?
- Listening
 - Speaking
 - Reading
 - Writing
20. Which of the following skill is the core skill in all the four skills?
- Listening
 - Speaking
 - Reading
 - Writing

KEY TO PRACTICE TEST

- | | | | |
|-------|-------|-------|-------|
| 1. A | 2. D | 3. C | 4. D |
| 6. D | 7. A | 8. D | 9. A |
| 11. B | 12. A | 13. B | 14. B |
| 16. A | 17. B | 18. C | 19. C |

PHONETICS AND PHONETIC TRANSCRIPTION

- ☞ In Telugu and many other languages every letter stands for a particular sound only. So we normally don't find any problem with pronunciation
- ☞ English language has only 26 letters. But a single letter may stand for many sounds. So we are confused to understand the logic between spelling and pronunciation and commit many mistakes. The only solution to this is learning 'Phonetics'.
- ☞ Phonetics is the study of speech sounds and how they are produced.
- ☞ There are 44 speech sounds in English language.
- ☞ Speech sounds include vowels and consonants.
- ☞ There are 20 vowel sounds in English. Twelve of them are pure vowels and eight are diphthongs.
- ☞ Diphthongs are vowels produced by a glide from one pure vowel to another.
- ☞ There are 24 consonant sounds in English.
- ☞ The smallest bit of language that has its own meaning, either a word or a part of a word is called morpheme
- ☞ A syllable is the single unit of speech, either a whole word or one of the parts into which a word can be separated
- ☞ Stress is the degree of breath-force with which a speaker pronounces a sound or a syllable. Stress is marked in a word by putting a small vertical bar
- ☞ Intonation is the sound changes produced by the rise and fall of voice when speaking.
- ☞ Pitch refers to the intensity of voice. It refers to the highness or lowness of voice. Women generally have voice with high pitch and men with low pitch.
- ☞ Rhythm is the regularity of loudness and softness with different words in a sentence are pronounced.
- ☞ Similar sound produced at the end of each poetic line is called rhythm

PURE VOWELS

S. No	Symbol	Examples
1.	/ɪ/	fit, city, me
2.	/i:/	feel, teen, mean
3.	/æ/	apple, ant, bat
4.	/ɒ/	book, foot, put
5.	/u:/	food, two, room
6.	/e/	egg, ten, men
7.	/ɔ/	cot, pot, shop
8.	/ɔ:/	all, tall, talk
9.	/ə/	about, suppose, ago
10.	/ɑ:/	earth, girl, bird
11.	/ʌ/	cut, shut, fun
12.	/ɑ:/	ask, calm, aunt
13.	/ɪ/	happy, radiate, glorious
14.	/u/	thank you, influence, situation
15.	/ɔ:/	thought, law, north

DIPHTHONGS

S. No	Symbol	Examples
1.	/eɪ/	eight, day, make
2.	/aɪ/	ice, fight, dry
3.	/ɔɪ/	oil, coil, toy
4.	/aʊ/	owl, cow, town
5.	/əʊ/	old, road, so
6.	/eə/	air, chair, rare
7.	/ɪə/	fear year, museum
8.	/ʊə/	poor, tour, cure

CONSONANTS

S.No.	Symbol	Example
1.	/p/	pencil, power, put
2.	/b/	ball, bunch, beauty
3.	/t/	table, tale, teeth
4.	/d/	doll, dog, dance
5.	/k/	kite, kettle, cat
6.	/g/	goat, big, go
7.	/tʃ/	chin, chair, church
8.	/dʒ/	jam, jump, jug
9.	/f/	fan, rough, cliff
10.	/v/	van, visit, flye
11.	/θ/	thick, truth, cloth
12.	/ð/	that, then, mother
13.	/s/	sink, cell, kiss
14.	/z/	zero, zoo, buzz
15.	/ʃ/	shine, ship, caution
16.	/ʒ/	pleasure, vision
17.	/h/	hat, hot, hotel
18.	/m/	mug, ram, calm
19.	/n/	nurse, manner, hen
20.	/ŋ/	ring, sing, bang
21.	/l/	leaf, tall, leg
22.	/r/	car, radio, carrot
23.	/j/	you, yes, young
24.	/w/	water, wet, wall

PRACTICE TEST

Choose the correct answer.

1. The English Alphabet has ____ letters; ____ vowels and ____ consonants.
A. 21, 5, 26 B. 26, 5, 21
C. 5, 21, 26 D. 44, 20, 24
2. There are ____ vowel sounds in English language
A. 5 B. 21 C. 20 D. 44
3. English has ____ sounds altogether.
A. 26 B. 20 C. 46 D. 44
4. The number of consonant sounds in English language is
A. 21 B. 20
C. 24 D. 44
5. The number of pure vowels in English is
A. 5 B. 12
C. 8 D. 20
6. The number of Diphthongs
A. 12 B. 20
C. 24 D. 8
7. The study of speech sounds and how they are produced is called
A. Semantics B. Acoustics
C. Phonetics D. All the above
8. IPA stands for
A. Indian Phonetic Alphabet
B. Ideal Phonetic Alphabet
C. International Perfect Alphabet
D. International Phonetic Alphabet
9. The usual convention is to write the phonetic symbols within ____
A. commas B. brackets
C. slashes D. None of these
10. Diphthongs are produced by a ____ from one pure vowel to another.
A. leap B. glide
C. jump D. skip
11. ____ is the degree of breath-force with which a speaker pronounces a sound or a syllable.
A. Intonation B. rhythm
C. pitch D. stress
12. ____ is the sound changes produced by the rise and fall of voice when speaking.
A. rhythm B. pitch
C. stress D. Intonation
13. ____ refers to the intensity of voice.
A. intonation B. rhythm
C. pitch D. stress
14. Women generally have voice with ____ pitch and men with pitch
A. High, low
B. Low, high
C. Men and women have the voice with same pitch
D. None of these
15. ____ refers to the highness or lowness of voice
A. Stress B. Intonation
C. Pitch D. Rhyme
16. ____ is the regularity of loudness and softness when different words in a sentence are pronounced.
A. Rhyme B. Rhythm
C. Pitch D. Stress
17. Similar sound produced at the end of each poetic line is called ____
A. rhythm B. pitch
C. intonation D. rhyme
18. The smallest bit of language that has its own meaning, either a word or a part of a word
A. phoneme B. morpheme
C. syllable D. None of these
19. A ____ is the single unit of speech, either a whole word or one of the parts into which a word can be separated
A. phoneme B. morpheme
C. syllable D. None of these
20. Stress is marked in a word by putting a small ____ before the syllable
A. dash B. colon
C. vertical bar D. Inverted comma

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 2. C | 3. D | 4. C | 5. B |
| 6. D | 7. C | 8. D | 9. C | 10. B |
| 11. D | 12. D | 13. C | 14. A | 15. C |
| 16. B | 17. A | 18. C | 19. C | 20. C |

4

DEVELOPMENT OF LANGUAGE SKILLS

There are, in general, four language skills, each based upon the modality of emphasis. These are the Listening, Speaking, Reading, and Writing skills.

LISTENING SKILLS

- ☛ Listening is attending to oral English.
- ☛ Listening is necessary to develop the speaking skill.
- ☛ Listening prepares the students to understand the speech of the native speakers of English as they speak naturally in a normal speed and normal manner.

★ *Hearing and Listening*

'Hearing' is a physical process of receiving sounds, whereas 'listening' is a conscious mental process.

★ *Listening Comprehension*

Listening Comprehension is an activity of paying attention to and trying to get meaning from something we hear.

TYPES OF LISTENING

☛ *Focused Listening*

'Focused Listening' means to attend to what is heard, to process it, to understand it, to interpret it, evaluate it and to respond to it, e.g., listening to a lecturer in the classroom

☛ *Casual Listening*

It refers to listening without any purpose, e.g., listening to songs on radio, listening to someone while chatting with him.

PURPOSES OF LISTENING

The various purposes of listening have been identified as:

☛ *Listening to follow directions or instructions*

When we listen to the instructions on how to cook a recipe or how to give first-aid to a person bitten by a snake etc, the objective is to understand the message and carry out the task

☛ *Listening for information*

When we listen to the news bulletins, weather forecasts and announcements made in different places like railway station, airports or over the radio and television, the objective is to extract clearly stated information. Similarly, we listen to lectures and take down notes to record information.

☛ *Listening for enjoyment*

Listening to a poem or a story or a play on the radio is generally for entertainment. If we can enjoy a radio play and appreciate its contents we can say that we have a high listening skill.

☛ *Listening to evaluate*

Consider the commercial advertisements. We listen to them and check the authenticity of the information. Also, we compare them with parallel products and make a decision, whether to buy the product or not. Listening to debates on various topics also may be taken as an example. Here the listener has a chance to evaluate the views of the speaker.

Listening to solve problems

This kind of listening needs the ability to analyze. Listening to riddles, quizzes may be cited as examples.

Listening to communicate

This is a two-way process. A good conversationalist is always a good listener. Taking part in conversations, group discussions, playing language games, speaking on the telephone can be cited as examples here.

BARRIERS TO LISTENING

Listening is helped by a combination of factors involving the speaker, the listener and the environment. If an impediment is caused by any one factor, efficient listening cannot take place. The barriers can be:

(a) Speaker oriented (b) Listener oriented (c) External factors.

(A) *Speaker oriented barriers*

It is very difficult for the listener to understand when the speaker

1. speaks too fast
2. speaks too loudly or too softly
3. has a different accent
4. speaks in a new dialect
5. uses new idioms and phrases (It is raining cats and dogs. Teaching is not my cup of tea etc.)
6. uses high frequency words
7. uses technical jargons, e.g., mouse (of a computer)

(B) *Listener oriented barriers*

The listener can't understand anything when

1. he has no interest
2. has no concentration
3. he is impatient
4. he has a negative attitude towards the speaker
5. he thinks faster or slower than the speaker
6. he is too rigid to change his opinions that differ from speaker
7. he is preoccupied with some other thing

(C) *External Barriers*

The listener may not be able to understand

1. when the communication takes place at noisy public places like shopping malls, cinema halls, factories etc.
2. If technical disturbances affect the listening comprehension while listening to someone over a telephone or a radio programme.

KINDS OF LISTENING COMPREHENSION EXERCISES

1. A rudimentary but important form of listening comprehension exercise is the Use of the terms in English for class management. The teacher frequently uses instructions such as everybody sit down; Listen carefully; Answer; Again; and Repeat. When these are uttered with appropriate gestures, the students begin to understand them very soon.
2. While use of the class management terms is continued, introduce as part of your lesson Physical Response Activities. Commands would be given by the teacher and the students would give appropriate physical responses: Stand up; Walk to the window; Open the window. You as a teacher of English as a foreign/ second language can demonstrate the act intended to be carried out by the students initially.

LIST OF LISTENING COMPREHENSION EXERCISES

1. Dictation is an excellent drill for developing listening comprehension, even as it helps in the development of rudimentary writing skill.
2. It is possible to use dictation for "grammatical" listening as well.
3. Recoding exercises in which you may ask the students to circle the sentence which has the same meaning as the one they hear may be given for listening comprehension practice.
4. Listen to the passage and check all the appropriate answers.
5. Read from a well-graded book or play a message on tape and ask students to say or write the essential parts of the message they just heard.
6. In Problem Solving listening comprehension exercises, students listen to the description or presentation of a problem and solve it, by doing what is required of them.
7. Listening to passage and taking notes is an important listening comprehension skill

SPEAKING SKILLS

- There are some aspects of the speech, which make a lot of difference in the listener's speech. These aspects are called **Paralanguage**.
- Paralinguistic features of English refer to pitch, speed, volume, voice quality of the speaker and pauses made during the course of speech.

STRESS

- Stress is the degree of breath-force with which a speaker pronounces a sound or a syllable.
- Stress is not only a decoration to the English language but also an important part of it. It gives music to the language and makes it understandable. Wrong stress changes the meaning of the utterance. If a speaker does not know the correct stress he conveys something different from what actually he intends to convey.
- In a sentence some words are more important than others. The important words are stressed like the unimportant ones.
- We get different meanings if we shift the stress of the words.
e.g. 1. 'Raja is my friend. (Not any other)
2. Raja 'is my friend (Beyond any doubt)
3. Raja is 'my friend (Not Kiran's)
4. Raja is my 'friend (only a friend - nothing else)

INTONATION:

- The sound changes produced by the rise and fall of voice when speaking, especially when they have an effect on the meaning of what is said.
- Change in the pitch of the voice is called Intonation. This change is due to different rates of vibration of the vocal cords.
- The pitch of voice falls on the most important words. It tells the attitude or mood of the speaker. There are three tones in Intonation.
a) **Falling Tone:** It is used in unemotional straight forward statements. It starts on a fairly high note and dies deep down at the end of the statement.

Example:

- | | | |
|----------------------|----------------------------|-------------------------------|
| 1. Simple statements | This is a boy. | He is my son |
| 2. Wh-Questions | What is your name? | Where is my book? |
| 3. Yes/No Questions | Is she going? | Could you meet him? |
| 4. Tag questions | He is very good, isn't he? | It is a lovely day, isn't it? |
| 5. Commands/Requests | Show him | Buy one |
| 6. Exclamations | Well! | Good morning! |

- b) **The Rising Tone**:- This ends on an uncertain high note. It is used to show a personal reaction to a situation, curiosity, enthusiasm, sympathy and implication or reservation in mind.

Example:

- | | |
|---------------------------|------------------------------------|
| 1. Simple statements | It is not very good |
| 2. Wh-Questions | Why cannot you do it? |
| 3. Yes/No Questions | Is this your bag? Are you Krishna? |
| 4. Tag Questions | These are mice, aren't they? |
| 5. Commands/Requests | Sit here. Please give me that |
| 6. Exclamation, Greetings | Best of luck |

- c) **Falling Rising Tone**:- It has a fall followed by a rise and often denotes doubt, polite, contradiction or contrast. The fall and rise music in the voice amounts to melody.

Example:

1. Expression of doubtfulness: - (Is it in the town?) I wonder.
2. When you want to correct what another person says:
(He will come next month). This month.
3. Sarcastic: How interesting!

Pitch:

Pitch refers to the intensity of voice. Women generally have voice high pitch and men with low pitch. So pitch refers to the highness or lowness of voice

Rhythm

Rhythm is the regularity of loudness and softness with different words in a sentence are pronounced. It is based on timing. Stress in a Sentence or a Clause follows a rhythm. Different languages have different rhythm patterns.

Rhyme

Similar sound produced at the end of each poetic line is called Rhyme. It has nothing to do with spelling in English.

Pauses:

The speaker pauses after finishing a meaningful phrase or sentence before he continues with his next phrase or sentence to make the audience understand and reflect over what he is conveying

But a pause for a long time in between the sentences may mar the interest

READING SKILLS

Types of Reading

1. **Loud Reading**: In loud reading, a child reads out every word orally. While doing so he gets the phonemes, their combinations, the stress and the intonation patterns correctly. Learning to read orally is more difficult than learning to read well silently. He must be fluent enough to the recognition and pronunciation

of vocabulary. He must reproduce in his reading the mood and the intention of the author, recognizing irony or pathos, happiness or depression, excitement or pensiveness. He must know the effective use of pauses. Loud reading must be introduced in the early stages of English language learning. Children in schools should have access to a wide variety of suitable material for oral reading.

2. **Silent Reading:** Most reading done outside the school is silent reading. Silent reading emphasizes upon the meaning rather than the sound. When a child reads silently, he has to recognize the words quickly and get their meaning. Some of the difficulties a reader might face during silent reading are:
 - Omission of words or phrases;
 - Insertion of words;
 - Substitution of letters, words or phrases;
 - Skipping lines;
 - Repeating lines;
 - Wrong grouping of words that interferes with thought getting and interpretation of ideas.
 Yet silent reading is very important as it involves both physical and psychological activities. A reader has to take in-groups of words in quick succession and decode them. With good training eye movements silent reading helps the reader to improve his speed in reading tasks.
3. **Intensive Reading:** The aim of intensive reading is to obtain the fullest possible information from text and to train pupils in precise understanding. Training in intensive reading will lay the foundation for scientific and technical studies. The purpose of this reading is not to develop speed or ease but to help pupils understand every detail precisely. The aim is not to test their memory but to help them perceive ideas to get the pupil more deeply into the text. Intensive reading can be tested both questions of the objective type and the questions that require short or long answers.
4. **Extensive Reading:** The ultimate aim of teaching reading is to develop reading competence, which is both critical and efficient, and to promote the habit of reading for information as well as for pleasure. Reading should not be restricted to prescribed texts. Extensive reading trains the students to read English fluently for their own enjoyment and without the help of a teacher. Extensive Reading is necessary for students to acquire more information about the topics already studied and to provide a valuable reinforcement of the language to gain confidence to read new books and to talk and write sensibly about them. This reading is for pleasure and therefore extensive reading material should be easy, simple, appealing and varied.
5. **Critical Reading:** To read critically is to make judgments about how a text is argued. This is a reflective skill, requires one to "stand back" and gain some distance from the text that is read.

READING FOR DIFFERENT PURPOSES

Reading always means reading with comprehension. The degree of comprehension depends upon subject matter, reader's linguistic competence and the purpose. The categories are:

1. **Study Reading:** When the material to be read is difficult or when a high degree of comprehension is desired, Study Reading is used. A Good reader can read 200-250 words per minute.
2. **Average Reading:** This is used for everyday reading of newspapers, magazines, novels etc. comprehension desired is 70%.
3. **Scanning:** The purpose of this reading is to look for specific information. This is what we do when we look up a dictionary for a specific word or idiom. The students can also scan the index of a railway timetable, an advertisement or an article.
4. **Skipping:** Sometimes we read leaving out what is not important. It is called skipping.

5. **Skimming:** When a reader wants to get an overall idea of a passage, he skims. By skimming the reader can also find if the material is worth reading in detail. We often do this kind of reading when we read a newspaper. The skimming speed should at least be twice the speed of average reading.
6. **Reading the lines:** It is easiest type of comprehension involving the literal meaning of the material read.
7. **Reading between the lines:** The reader goes beyond understanding just the literal meaning. He tries to get author's intent and purpose. It is getting at the unsaid message.
8. **Reading beyond the lines:** This is to make a critical evaluation of what is read.

GOOD AND BAD HABITS OF READING

GOOD HABITS OF READING:

Good reading habits promote self education which helps in modification of personality
A good reader reads

1. with accuracy
2. easily, smoothly and fluently
3. intelligently and expressively
4. with correct pronunciation, stress, pause, intonation and rhythm
5. with understanding
6. takes pleasure in reading
7. fast moving his eyes along the line
8. with correct posture maintaining the distance between the eye and the book
9. using study skills and reference skills
10. with good word perception

BAD HABITS OF READING:

A bad reader reads

1. keeping his finger underneath every line
2. going back to the first point again (backward reading)
3. with dull, flat voice
4. moving his head from this direction to another
5. making some peculiar sounds
6. with lip movement in silent reading
7. keeping the book too close or too far to the eyes
8. resting their head on the book
9. with poor word perception
10. without using study and reference skills

WRITING SKILLS

CHARACTERISTICS OF GOOD HANDWRITING

- | | |
|--------------------|---|
| 1. Legibility | : Easy to read |
| 2. Distinctiveness | : Each letter should have a characteristic form of its own. |
| 3. Simplicity | : Without any unnecessary strokes |
| 4. Uniformity | : Without variations in style. |

5. Spacing : The letters in word and words in a sentence should be properly spaced
6. Attractiveness : Beautiful to see
7. Size and Shape : The size of the letters should be moderate and even
8. Speed : With reasonable speed

Paragraph Writing

A paragraph is a group of sentences which express one idea or one experience.

The essentials of a good paragraph:

A paragraph should contain the following:

1. **Unity:** A paragraph must have unity of thought. Every sentence in it must be related to the main theme. It is usually possible to express in a single sentence the theme of a paragraph.
2. **Topic Sentence:** The topic of a paragraph is generally indicated in one of the sentences. Such a sentence is called the topic sentence which gives the central idea. The topic sentence may be the very opening sentence of the paragraph and some times it may be found in the middle or in the end of the paragraph.
3. **Coherence:** The paragraph should have coherence. The facts and thoughts should be arranged in proper order, and there should be gradual transition from sentence to sentence. The sequence may be kept up by the use of connectives. The ideas in one paragraph must lead to the ideas in the next paragraph for continuity of thought (paragraph linking). There are four devices which help to maintain coherence in a paragraph. They are :
 - a) Pronouns
 - b) Repetition
 - c) Synonyms
 - d) Linking words.
4. **Emphasis:** The most important point of a paragraph must be stressed.
5. **Variety:** A good paragraph keeps the interest of the reader. It avoids monotony by having resource variety of sentences. It contains a variety of words, images, examples and sentences. The writer ensures that he uses both short and long sentences; and sentences of different structures.
6. **Heading and Sub-headings:** The clarity is often improved by putting short and relevant heading and side headings.

SUPPLEMENTARY SKILLS

Study Skills

The study skills enhance the learning technique in the learner, which makes all the difference between an ordinary learner and a keen, insightful learner. The study skills cover the entire range from handwriting, copy writing, dictation, paraphrasing, composition, and expansion, essay writing, to advanced skills of note-making and note-taking. Note-making and Note-taking are two techniques which improve the learner's proficiency in the use of the language and in the grasping of the subject matter.

Note - Making

Note-Making is the most important and useful skill for recording information from what we read. It is a means of recording information from written or printed material that we are reading.

Advantages

Note-Making helps us

1. To remember the important details
2. To organize our thoughts better
3. To provide a quick reference and to save our time to prepare well for the examination
4. To facilitate easy recapitulation
5. To revise the given text for a given context
6. To compose a good essay, article etc.
7. To give a good talk with pre-planned details
8. To participate efficiently in discussion with needed points

Characteristics of Good Notes/Steps involved in Note-Making

While making notes, we have to keep in mind the following guidelines.

1. Read the material carefully, from the beginning to the ending, to get a 'bird's-eye view' of it. (This is called '**skimming**')
2. Read the material again in order to understand the content.
3. The most important points should be identified and distinguished into main points and sub-points.
4. Avoid full sentences.
5. Avoid repetitions and examples.
6. Use flow charts, tree-diagrams, tabular forms, figures, abbreviations wherever necessary.
7. Give a short and suitable title.

Note-Taking

The process of taking notes from a lecture or a speech is called note-taking. We must listen carefully and attentively to the speech or lecture and note down the points. We must be able to distinguish the essential points from non essential points.

Advantages

Note-Taking helps us

1. To remember the important details
2. To organize our thoughts better
3. To provide a quick reference and to save our time to prepare well for the examination
4. To facilitate easy recapitulation
5. To compose a good essay, article etc.
6. To give a good talk with pre-planned details
7. To participate efficiently in discussion with needed points

Steps involved in Note-Taking

While taking notes, we have to keep in mind the following guidelines.

1. Listen to the speech or lecture carefully, from the beginning to the ending.
2. If you miss or don't understand any point, you can request the speaker to repeat, if the speaker allows. Otherwise leave some space and fill it later at the end of the session when the speaker clarifies the point.
3. The most important points should be identified and distinguished into main points and sub-points.
4. Avoid full sentences.
5. Avoid repetitions and examples.
6. Use flow charts, tree-diagrams, tabular forms, figures, abbreviations wherever necessary.
7. Give a short and suitable title.

Reference Skills

The ability to refer to necessary materials for a comprehensive focused study is called as reference skills. The reference materials include dictionaries, thesaurus, encyclopaedias, journals, magazines, maps, flow-charts, telephone directories, yellow pages, yearbooks and web sites on the internet.

Dictionary

The dictionary forms the important reference material as a part of language learning from the primary stage, increasing in the various usages to the advanced learning stage. The dictionary is a source which explains the words of a language. It defines the words, explains its behaviour in different stages.

Kinds of Dictionaries:

There are various kinds of dictionaries;

1. Dictionaries which provide for spelling, pronunciation, stress, and different connotations of the words in different contexts
2. Dictionaries which give etymology and word formation
3. Dictionaries which give grammar and usage e.g, Dictionary by Hornby
4. Dictionaries which exclusively give pronunciation of words e.g, Dictionary by Daniel Jones
5. Subject Dictionaries like dictionary of computers, education, medicine, engineering etc.,

Uses of a Dictionary

A dictionary is used to know

1. the meanings of the words
2. the spellings of the words
3. the pronunciation-the British and the American
4. use of the word –formal, informal, colloquial, slang etc.
5. the synonyms
6. the antonyms
7. Grammatical Properties
8. usage in different contexts
9. other equivalent words
10. the origin of words

Thesaurus

A thesaurus is a specialized dictionary, developed by Peter Mark Roget, a British doctor. So it is known as Roget's Thesaurus.

The thesaurus is an important source of the words in all its applications. It gives the different meanings of a word in the context of a given usage, presenting the synonyms and antonyms in the order of complexity.

Uses of a Thesaurus:

A Thesaurus is used to know

1. the meanings of a word
2. the synonyms
3. the antonyms
4. other equivalent words

PRACTICE TEST

Choose the correct answer.

1. The physical process of receiving sounds is
 - A. Hearing
 - B. Listening
 - C. Speaking
 - D. None of these
2. 'Listening' is a _____ mental process.
 - A. Unconscious
 - B. Conscious
 - C. Sub conscious
 - D. Super conscious
3. Listening to songs on radio while working
 - A. Attentive Listening
 - B. Focused Listening
 - C. Casual Listening
 - D. Formal Listening
4. Listening to a lecturer in the classroom
 - A. Casual Listening
 - B. Informal Listening
 - C. Relaxed Listening
 - D. Focused Listening
5. The purpose behind listening to debates on various topics is
 - A. Listening for information
 - B. Listening to follow directions
 - C. Listening to evaluate
 - D. Listening to communicate
6. When we listen to the news bulletins, we are
 - A. Listening to follow directions
 - B. Listening to evaluate
 - C. Listening for information
 - D. Listening to communicate
7. If the speaker speaks in a new dialect, it is a/an _____ barrier to understand
 - A. Listener oriented
 - B. Speaker oriented
 - C. External
 - D. No
8. When the listener thinks faster than the speaker,
 - A. his listening comprehension increases
 - B. his listening comprehension decreases
 - C. It doesn't affect listening comprehension
 - D. None of these
9. Paralinguistic features of English refer to
 - A. pitch
 - B. stress
 - C. intonation
 - D. All the above
10. Learning to read orally is _____ than learning to read silently
 - A. more difficult
 - B. easier
 - C. more useful
 - D. None of these
11. _____ must be introduced in the early stages of English language learning
 - A. Silent reading
 - B. Loud reading
 - C. Critical reading
 - D. Extensive reading
12. Most reading done outside the school is _____
 - A. silent reading
 - B. loud reading
 - C. useless
 - D. None of these
13. The purpose of 'Scanning' is to look for _____ information
 - A. Vague
 - B. General
 - C. Specific
 - D. None of these
14. To help pupils understand every detail precisely, _____ is recommended
 - A. Intensive reading
 - B. Loud reading
 - C. Casual reading
 - D. Extensive reading
15. _____ Reading is necessary for students to acquire more information about the topics already studied
 - A. Intensive
 - B. Loud
 - C. Silent
 - D. Extensive

16. What we do when we look up a dictionary for a specific word or idiom is _____

- A. Skipping
- B. Skimming
- C. Scanning
- D. None of these

17. _____ reading is done to make judgments about how novel is written

- A. Intensive reading
- B. Loud reading
- C. Critical reading
- D. Extensive reading

18. When we read leaving out what is not important, it is _____

- A. Skipping
- B. Skimming
- C. Scanning
- D. None of these

19. The easiest type of comprehension involving the literal meaning of the material read

- A. Reading beyond the lines
- B. Reading between the lines
- C. Reading the lines
- D. None of these

20. It is getting at the unsaid message

- A. Reading between the lines
- B. Reading the lines
- C. Both A and B
- D. None of these

KEY TO PRACTICE TEST

1. A	2. B	3. C	4. D	5. C
6. C	7. B	8. B	9. D	10. A
11. B	12. A	13. C	14. A	15. D
16. C	17. C	18. A	19. C	20. A

5

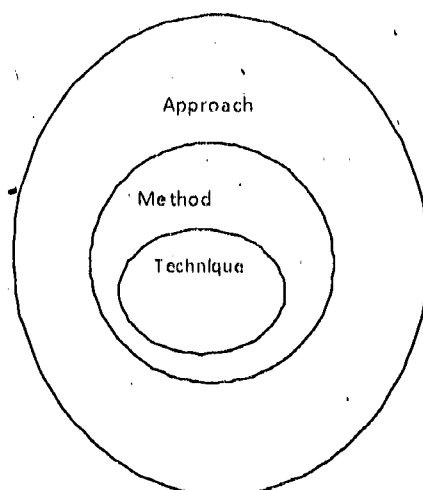
APPROACHES, METHODS, TECHNIQUES OF TEACHING ENGLISH

Approach: An approach deals with different theories about the nature of language and how languages are learnt. These theories are based on a set of assumptions which deal with linguistic and psychological factors that are accepted at large for the acquisition of languages. An approach deals with the kind of subject matter to be taught.

Method : A method is a set of procedures; a plan that tells us specifically how to teach a language. It specifies an order for language material which in turn is based on the selected approach. A method determines what and how much is taught.

Technique: Technique is 'how' a thing is done in the class. It is a classroom device or activity. Some techniques are widely used in many methods as against some that are specific to a given method.

Approach, Method, Technique are hierarchical and an approach can have any number of methods. Similarly a method can use any number of techniques.



GRAMMAR TRANSLATION METHOD

INTRODUCTION:

- It is the oldest method of teaching a language
- It is also called the Traditional Method or Classical Method
- The Grammar of English is taught with the help of the grammar of the mother tongue. So it is called 'Grammar Translation method'

The Key Features

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar is taught with Deductive Method. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts begins early.

6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language to the mother tongue.
8. Little or no attention is given to pronunciation.
9. The unit of speech is sound
10. Both the teacher and the student use mother tongue in the class

Typical Techniques

Diane Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:13) provides expanded descriptions of some common/typical techniques closely associated with the Grammar Translation Method.

- (1) Translation of a Literary Passage (*Translating target language to native language*)
- (2) Reading Comprehension Questions (*Finding information in a passage, making inferences and relating to personal experience*)
- (3) Antonyms/Synonyms (*Finding antonyms and synonyms for words or sets of words*)
- (4) Cognates (*Learning spelling/sound patterns that correspond between L1 and the target language*)
- (5) Deductive Application of Rule (*Understanding grammar rules and their exceptions, then applying to new examples*)
- (6) Fill-in-the-blanks (*Filling in gaps in sentences with new words or items of a particular grammar type*)
- (7) Memorization (*Memorizing vocabulary lists, grammatical rules and grammatical paradigms*)
- (8) Use Words in Sentences (*Students create sentences to illustrate they know the meaning and use of words*)
- (9) Composition (*Students write about a topic using the target language*)

Advantages:

1. Easy method for both the student and the teacher
2. An average teacher also can teach in this method
3. More number of new words can be taught
4. Teacher's time and labour are saved
5. Suitable for classes with more number of students
6. It is an economical method. The teacher hardly uses any Audio-visual aids.

Disadvantages:

1. It is an uninteresting method
2. It is an unnatural method. The order of learning the four language skills is Listening, Speaking, Reading and Writing. But Reading and Writing come first in this method.
3. Oral practice is totally neglected
4. Students remain passive for the most of the time in the class
5. Students develop to think in mother tongue first before they try to speak in English
6. Student's lack fluency of speech

DIRECT METHOD

Introduction:

1. It was invented as a reaction to the demerits of Grammar Translation Method
2. It is also called the Natural Method.
3. In this method the students are expected to think directly in English. So it is called the Direct Method.

Principles:

1. The unit of speech is sentence.
2. Mother tongue is totally banned in the classroom.
3. Both the teacher and the student are not allowed to use mother tongue.
4. Grammar is taught with Inductive Method.
5. Oral practice is given great importance

Advantages:

1. It is an interesting method
2. It is a natural method.
3. Students are active in this method
4. They think in English
5. They acquire a good fluency of speech.

Disadvantages:

1. It is a difficult method
2. Average teachers cannot teach.
3. Less number of words can be taught
4. It is a laborious method for teachers
5. It is not suitable for classes with more number of students.
6. It is an expensive method. Audio visual aids are very essential.

BILINGUAL METHOD**Introduction:**

1. It was invented as a reaction to the demerits of Direct Method
2. Dr. C. J. Dodson proposed this method.
3. In this method both English and mother tongue are used in the classroom. So it is called Bilingual method

Principles:

1. The unit of speech is sentence.
2. Mother tongue is not totally banned in the classroom.
3. The teacher uses mother tongue in the restricted manner
4. The students are not allowed to use mother tongue.
5. Grammar is taught with Inductive Method.
6. Oral practice is given due importance

Advantages:

1. It is an interesting method
2. Average teachers can teach
3. Teacher's time and labour are saved while teaching new vocabulary and structures since he uses mother tongue when the situation demands.
4. It is economical.
5. Students are active in this method
6. They think in English
7. They acquire a good fluency as well as accuracy of speech.

Disadvantage:

1. In the hands of inexperienced and substandard teachers, the method degenerates into Grammar-Translation Method.
2. This method is not very useful at the higher stages of education.

READING OR NEW METHOD

1. It was introduced by Dr. West.
2. It is also called Dr. West's New Method.
3. More importance is given to reading skill than other language skills. So it called Reading Method.
4. Dr. West opined that if a student learns how to read English, he can manage most of the things. Fluency of speech is required for very few people in the society. So he gave more importance to reading skill.
5. Both oral reading and silent reading are given much importance. So students have good reading comprehension which is very much useful in most of the professions.
6. Only reading skill is given much importance and so other skills like speaking and writing are neglected. So the students face problems in speaking and writing.

THE PHONETIC METHOD

- 13 This method emphasizes oral expression as the basis of instruction stressing pronunciation, and grammatical rule giving.
- 13 This method demands heavy requirements for linguistic expertise on the part of the teachers.

THE AUDIO-LINGUAL METHOD

- 13 The audio-lingual method in some sense represents a return to the direct method.
- 13 Its main goal is to develop native-like speaking ability in its learners.
- 13 It is an extension as well as a refinement of the Direct Method.
- 13 Translation and reference to L1 are not permitted.
- 13 L2 learning should be regarded as a mechanistic process of habit formation.
- 13 Audio-lingual learning comprises dialogue memorization and pattern drills.
- 13 None of the drills or patterns are to be explained, since knowledge of grammatical rules would obstruct the mechanical formation of habits.
- 13 Just as the Direct Method was an extension of the Natural Method, so Audio-lingualism had its theoretical roots in the Direct Method.

SITUATIONAL LANGUAGE TEACHING (ORAL APPROACH)

- 13 The *Oral Approach* or *Situational Language Teaching* is an approach developed by British applied linguists in the 1930s to the 1960s.
- 13 The Oral Approach and Situational Language Teaching rely on the structural view of language.
- 13 One of the outstanding features of the method is its emphasis on vocabulary and reading skills in a behavioristic background.

The principles

- 13 language learning is habit-formation
- 13 mistakes are bad and should be avoided, as they make bad habits

- ☞ language skills are learned more effectively if they are presented orally first, then in written form
- ☞ analogy is a better foundation for language learning than analysis
- ☞ the meanings of words can be learned only in a linguistic and cultural context

SLT objectives

Situational Language Teaching aims at the achievement of these objectives:

- ☞ a practical command of the four basic skills of a language, through structure
- ☞ accuracy in both pronunciation and grammar
- ☞ ability to respond quickly and accurately in speech situations
- ☞ automatic control of basic structures and sentence patterns.

The syllabus, techniques and activities

Situational Language Teaching uses a structural syllabus and a word list and relies on structural activities including situational presentation of new sentence patterns and drills to practice the patterns. Typical procedure in Situational Language Teaching include

- ☞ Procedures that move from controlled to freer practice of structures
- ☞ Procedures that move from oral use of sentence patterns to their automatic use in speech, reading and writing.

A typical situational Language Teaching lesson would start with stress and intonation practice. Then the main body of the lesson might consist of four parts:

1. revision (to prepare for new work if necessary)
2. presentation of new structure or vocabulary
3. oral practice (drilling)
4. reading of material on the new structure, or written exercises.

Advantages

Although Situational Language Teaching was developed during the 1930s, it still attracts the interest of many teachers. Its strong emphasis on oral practice, grammar and sentence patterns conform to the intuitions of many practically oriented classroom teachers.

Disadvantages

The views of language and language learning underlying Situational Language Teaching were called into question. Chomsky (1957) showed that the structural and the behaviouristic approaches to language were erroneous and do not account for the fundamental characteristic of language namely the creativity and uniqueness of individual sentences. Children do not acquire their mother tongue through repetition and habit formation. There must be, however, an innate predisposition that lead them to a certain kind of linguistic competence.

COMMUNICATIVE LANGUAGE TEACHING (CLT)

- ☞ The Grammar-Translation method, the Audio-Lingual approach and the Situational Language Teaching approach were the methodologies that were in vogue before CLT. These methods involved repetition and memorization of forms.
- ☞ During the Second World War, language was learnt with a utilitarian purpose in mind. Mere memorizing of grammar rules and studying literary texts were considered irrelevant. Ability to use the language to meet practical ends became the major goal. It was at this point that these methodologies gave way to Communicative Language Teaching (CLT).

Communicative Language Teaching – An Overview

- Communicative Language Teaching not only considers language in terms of grammatical structure and vocabulary but also in terms of the communicative function they perform.
- Knowledge of the rules of grammar alone is not sufficient. The ability to use these rules appropriately to communicate meaningfully is equally, if not more, important.
- Dell Hymes (1973) proposed the idea of 'communicative competence' by which he meant that competence in a language goes beyond knowing the forms. He said "There are rules of use without which the rules of grammar would be useless"
- The CLT approach owes its origin to linguists like Dell Hymes and Michael Halliday who regarded language primarily as a way of communication

Effective Communication in the Foreign Language

- CLT is all about knowing and learning how people use a language, what they do with language form when they want to communicate with each other.
- Effective communication in the foreign language is achieved by manipulating the linguistic structure
- The learner uses strategies to manipulate the structures in a conversation to convey meaning effectively
- The linguistic forms are given importance but the ability to use them appropriately is given more importance

CLT – Goals

- CLT in second language learning emphasizes interaction as both the means and the ultimate goal of learning a foreign language.
- The CLT approach does not stress on rules of grammar or syntax.
- Accuracy in using the rules of grammar is given less importance when compared to the verbal fluency of the learner.

Methodology

a) LSRW skills

- As far as the language skills are concerned, the four skills are given importance while designing syllabus of CLT.
- The classroom activities are designed in such a way that they help in improving all the four skills.
- The activities used in the CLT classroom make the learners involve in trial and error method and enhance communication by integrating different language skills.

b) Instructional materials

- The instructional materials designed for the CLT classroom do the role of promoting communicative language use.
- The activities based on the textbook develop interest and they are relevant and fun for the learner
- Activities involving real communication and activities in which language is used for carrying out meaningful tasks are performed in the class to promote Communicative Language Learning and Teaching
- This method is referred to as learning by doing.
- Here the learner is active all the time. These activities help the learners develop linguistic interactive competence

THE STRUCTURAL APPROACH

Introduction

- The arrangement of words in English is very important. The meaning of an utterance changes with change in the word order. For instance: there is a sentence 'You are there'. Consider two other sentences made of two words but put in different order 'Are you there?' and 'There you are'. The three sentences although built of the same vocabulary items give different meaning because of a different way in which the words are arranged.

- ☞ These different arrangement or patterns of words are called 'structures'.
- ☞ Structures may consist of full utterances or they may fall on a part of a large pattern.
- ☞ F.D. French has defined a sentence pattern in these words: The word-pattern means a model from which many things of the same kind and shade can be made like house or shoes which look the same.
- ☞ A sentence pattern is, therefore, a model for sentences, which have the same shade although made up of different words. For instance, there is a sentence in English: 'I wrote a letter'. The formula of this sentence is SVO (Subject – Verb – Object). We can frame innumerable sentence on this pattern.
- ☞ Researcher in the field of language teaching in the UK and USA have established that it is more important for the learner of the language to get mastery over the structures more than on vocabulary. So far we have concentrated more on the teaching of vocabulary than that of structures.
- ☞ Unless the learners become familiar with the pattern of English, they will not be able to use vocabulary.
- ☞ Hornby has made a study of Sentence Patterns or Structures in English. He has found that there are approximately 275 structures in English and the learners of the language must master all of them.

PRINCIPLES OF STRUCTURAL APPROACH

The structure approach is based on the following principles:

1. The importance of a speech as the necessary means of fixing firmly all the ground works.
2. The importance of forming language habits particularly the habit of arranging words in English sentence patterns to replace the sentence patterns of the learners own language.
3. The pupils' own activities rather than the activity of the teacher.
4. The structure approach just lays emphasis on drills.
5. Since language is primarily speech, learning a language means ability to speak the language.
6. The structures, therefore, are drilled orally first before the learner can read or write them.
7. Moreover, since language learning is a matter of habit formation, it requires repetition so that the language habits that are cultivated during the learning process may be retained.
8. A class, which is taught a language through the structural approach, is livelier than other classes in which only teacher speaks and the students remain mere listener.
9. The selection of structures to be taught depends on the average ability of the students, the allocation of time and the availability of equipments.

PRINCIPLES FOR SELECTION OF STRUCTURES:

1. **Usefulness** : While selecting and grading structures we should adopt frequency and utility. The structures, which are more frequent in use, should be introduced first.
2. **Productivity**: Some structures are productive; other structures can be built on them. For instance, we have two sentence patterns:
 - (I) Ram is here
 - (II) Here is Ram.
 The former pattern is productive because we can frame many sentences on the same pattern like: 'He is there', or 'She is there', etc. We can frame many such sentences from the latter pattern.
3. **Simplicity**: The simplicity of structure depends on the form and meaning. The structure 'I am playing cricket' is far simpler in form and meaning than 'The patient had died before the doctor came'. The simpler structure should be preferred to the complicated one.
4. **Teach-ability**: Some structures can be taught more easily than others. For example, the structure 'I am writing' can be taught easily because the action, which it denotes can be demonstrated in a realistic situation.

But to teach simple present tense, the teacher has to give many examples. To teach this structure the teacher will say:

- (i) I played at 4 yesterday.
- (ii) I played at 4 the day before yesterday.
- (iii) I will play at 4 tomorrow.
- (iv) I play at 4 everyday.

GRADATION OF STRUCTURE

Structures are to be graded in the order of difficulty. Simple structures should precede the more difficult ones. F. G. French suggests that during the first three years of learning English, the patterns given below should be taken up.)

1. Two part patterns

The boy / played.
Ramya / sang

2. Three part patterns

Hari / wrote / a poem
Divya / bought / a car.

3. Four part patterns

My uncle / gave / me / a gift
They / elected / him / captain

4. Negative forms of the patterns

I am not interested
He did not come

5. Interrogative forms of patterns

Are you coming with us?
Do they live here?

6. Commands and requests.

Get Out
Give me your book, please

7. Hidden subject patterns using 'there' and 'it'

There are forty girls in the class.
It is a good idea

8. Question tags:

He is very innocent, isn't he?
Birds fly in the sky, don't they?

- ☛ Of the seven types of patterns mentioned above, the three part patterns and the pattern beginning 'there' occur very frequently.
- ☛ Each pattern embodies an important point of grammar and only one meaning of one word is taught at a time.
- ☛ Moreover, the structures are graded in such a manner that a structure follows the preceding one naturally.

Presentation of Structures

The selected and graded structures are presented

- 1. By showing charts
- 2. By using substitution tables
- 3. By performing actions
- 4. By creating situations

IMPORTANCE OF STRUCTURAL APPROACH

- ☞ During the learning of the structures the child automatically learn grammar also (learns grammatical word order and the use of words or usage). Thus he avoids common error in grammar and composition.
- ☞ This approach lays emphasis on the four skills – listening, speaking, reading and writing.
- ☞ Rapid speech patterns are taught with the help of printed material. Children, therefore, start speaking English before they read or write it.
- ☞ The British Council plays a prominent role in popularizing this approach for the teaching of English in India.
- ☞ Subsequently the NCERT (National Council of Education Research and Training) introduces the structural syllabuses, and prepares books or teaching materials in elaborating with the Central Institute of English and Foreign Languages (CIEFL), Hyderabad.
- ☞ The books prepared by the NCERT have been adopted by the CBSE (Central Board of Secondary Education) and also by the various boards of education in various states of India. At present English is being taught according to the structural approach in the majority of schools in the country.

Advantages of the Structural Approach

1. The language is presented systematically, as the structures and vocabulary are selected and graded according to the levels of learning.
2. Difficult areas of language are identified and dealt with accordingly.
3. The oral presentation and practice of the structures and vocabulary enable the learner to gain mastery.
4. The initial drilling minimizes the mistakes of the students
5. Since right habits of the language are formed, the students retain the expressions of the language.

Limitations of the Structural Approach

1. Teachers need a lot of guidance to teach structures and it is difficult for an average teacher to cope with the teaching
2. There is a greater emphasis on oral language than the written form
3. Situational learning of vocabulary results in a very slow rate of vocabulary building
4. As the material concentrates on only a few structures, learning becomes dull and uninteresting

TECHNIQUES OF MICRO-TEACHING

Introduction

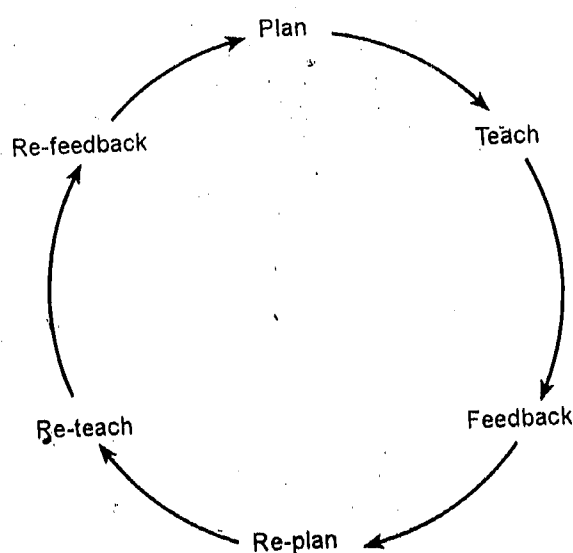
- ☞ Micro - Teaching is a training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time.
- ☞ The most important point is that teaching is practiced in terms of definable, observable, measurable and controllable teaching skills.
- ☞ It is a scaled down teaching encounter in which a student teacher teaches a small unit to a group of 5 to 10 students for 5 to 10 minutes.
- ☞ Micro - teaching is a training technique aimed at simplifying the complexities of the regular teaching process.

Steps In Micro - Teaching

1. A particular skill in terms of teaching behavior is defined to trainers for providing the knowledge and awareness of teaching skills.
2. The skill is demonstrated by the expert or shown through a video tape
3. The student teacher plans a short lesson in which he practices the particular skill

4. The student teacher teaches the lesson to a small group of pupils
5. The presentation of skill by the student teacher is observed by the supervisor or peers on video tape.
6. Teaching is followed by discussions to provide feedback
7. The trainer is shown the video tape to observe his own teaching activities.
8. The awareness of his own teaching performance provides feedback to the pupil teacher
9. The student teacher re-plans the lesson
10. The revised lesson is re-taught to a different group of pupils.
11. The re-teaching is again observed and feedback is given
12. The teach re-teach cycle is followed till a desired level of skill is achieved.

MICRO - TEACHING CYCLE



Advantages of Micro-teaching

1. Micro - teaching is real teaching
2. It lessens the complexities of normal classroom teaching
3. It focuses on training for the accomplishment of specific tasks
4. Micro - teaching allows for increased control of practice
5. Micro - teaching greatly expands the normal knowledge of results of feedback dimension in teaching

DIFFERENCES BETWEEN MICRO - TEACHING AND TRADITIONAL TEACHING

Micro - Teaching	Traditional Teaching
1. Use of one skill and one concept	Use of many skills and concepts
2. Class size reduced (5 to 10 students)	Normal class size (40 to 60 students)
3. Short duration of period (5 to 10 minutes)	(35 to 40 minutes)
4. Real/simulated conditions	Real conditions
5. Role play	No role play
6. Training device	Teaching purpose
7. Skill-oriented	Content oriented
8. Feedback compulsory	Feedback not necessary

TEACHING GRAMMAR

Grammar is the sum total of the rules and regulations of the language

FORMAL GRAMMAR:

1. Other names for Formal Grammar are 'Traditional Grammar' or 'Theoretical Grammar'.
2. It prescribes the rules for the use of language. So is also called Prescriptive Grammar.
3. It is taught with the Deductive Method.
4. The teacher tells the rules first and then examples are given.
e. g. The verb 'is' is used with singulars and the verb 'are' is used with plurals.

He is a boy.	They are boys
She is a girl.	They are girls
This is a book.	These are books

FUNCTIONAL GRAMMAR:

1. It deals with the functioning of the language
2. It is also called Descriptive Grammar or Practical Grammar or Informal Grammar.
3. The students learn it unconsciously
4. It is taught with the Inductive Method.
5. The teacher gives the examples first and then the rules are induced
e.g. The teacher gives the following examples:

I eat a mango.	She eats a mango
You eat a mango.	He eats a mango
They eat a mango.	It eats a mango

After listening to the above examples the students learn the following rule unconsciously. The base form of the verb is used with I, you, we, they and 'V1+s/ es/ les' is used with he, she, it.

PRACTICE TEST

1. _____ is a classroom device or activity
 - A. Approach
 - B. Method
 - C. Technique
 - D. None of these
2. A set of procedures, a plan
 - A. Approach
 - B. Method
 - C. Technique
 - D. None of these
3. A/An _____ deals with the nature of language and
 - A. Approach
 - B. Method
 - C. Technique
 - D. None of these
4. The oldest method of teaching a language
 - A. Grammar Translation Method
 - B. Direct Method
 - C. Bilingual Method
 - D. Reading Method
5. Grammar 'Translation method' is also called
 - A. Traditional Method
 - B. Classical Method
 - C. Natural Method
 - D. A and B
6. An approach deals with
 - A. The kind of subject matter to be taught.
 - B. 'how to teach'
 - C. 'how a thing is done in the classroom'
 - D. All the above

7. _____ deals with what and how much is taught

- A. Approach
- B. Method
- C. Technique
- D. None of these

8. _____ can have any number of _____

- A. A method, approaches
- B. A technique, approaches
- C. An approach, methods
- D. A technique, methods

9. In Grammar Translation Method, Grammar is taught with

- A. Inductive Method
- B. Deductive Method
- C. Either Inductive Method or Deductive Method
- D. Neither Inductive Method nor Deductive Method

10. In _____, the Grammar of English is taught with the help of the grammar of the mother tongue

- A. Grammar Translation Method
- B. Direct Method
- C. Bilingual Method
- D. Reading Method

11. In Grammar Translation Method, the unit of speech is

- A. Phrase
- B. Word
- C. Sentence
- D. None of these

12. In Direct Method, the unit of speech is

- A. Phrase
- B. Word
- C. Sentence
- D. None of these

13. In _____ Method, both the teacher and student use mother tongue

- A. Grammar Translation Method
- B. Direct Method
- C. Bilingual Method
- D. Reading Method

14. More number of new words can be taught in

- A. Grammar Translation Method
- B. Direct Method
- C. Bilingual Method
- D. Reading Method

15. In _____ Mother Tongue is totally banned

- A. Grammar Translation Method
- B. Direct Method
- C. Bilingual Method
- D. Reading Method

16. Which method is also called Natural Method

- A. Grammar Translation Method
- B. Direct Method
- C. Bilingual Method
- D. Reading Method

17. Identify the unnatural method in the following

- A. Grammar Translation Method
- B. Direct Method
- C. Bilingual Method
- D. Reading Method

18. In _____ Method, both the teacher and student are not allowed to use mother tongue

- A. Grammar Translation Method
- B. Direct Method
- C. Bilingual Method
- D. Reading Method

19. In Direct Method, Grammar is taught with

- A. Inductive Method
- B. Deductive Method
- C. Either Inductive Method or Deductive Method
- D. Neither Inductive Method nor Deductive Method

20. Pupils acquire a good fluency of speech in

- A. Grammar Translation Method
- B. Direct Method
- C. Reading Method
- D. None of these

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-----|
| 1. C | 2. B | 3. A | 4. A | 5. |
| 6. A | 7. B | 8. C | 9. A | 10. |
| 11. B | 12. C | 13. A | 14. A | 15. |
| 16. B | 17. A | 18. B | 19. A | 20. |

6

TEACHING OF STRUCTURES & VOCABULARY

VOCABULARY

- ☞ Vocabulary means the words that we use in day-to-day life for expressing our feelings and thoughts.
- ☞ The English language has the richest vocabulary in the world today. But it is not possible for anybody to learn all the words of this language.
- ☞ We need to select and grade the vocabulary that is to be taught and learnt
- ☞ There are two types of vocabulary :
 1. Active vocabulary
 2. Passive Vocabulary

Active Vocabulary:

1. The words that we use in our daily conversation or writing are called Active Vocabulary.
2. It is called **reproduction vocabulary** and is identified either in actual spoken or written responses.
3. It is also known as Working Vocabulary
4. It refers to the productive side of language. So it is also called Productive Vocabulary.
5. Active skills are involved in this (Speech and Writing)
6. It is less in number
7. Those words which we can *recall* come under Active vocabulary

Passive Vocabulary:

1. We know the meanings of some words but we don't use in our daily conversation or writing. These words are called Passive Vocabulary
2. It refers to the receptive or recognising side of language. So it is also called Receptive Vocabulary or Recognition Vocabulary
3. Passive skills are involved in this (Listening and Reading)
4. Those words which we can *recognize* come under Passive Vocabulary.

Structural Words and Content Words:

Vocabulary may also be categorized as content words and structural words. The words which we speak with are the structural words or the functional words and the words we speak about are content words and or full words.

Structural Words (or Functional Words)

- ☞ Structural words make up the framework upon which the rest of the language rest.
- ☞ These words have no meaning of their own.
- ☞ They are used to denote grammatical relationship.
- ☞ They are limited in number, and they express some relational features.
- ☞ The functional words are learned early.
- ☞ The functional words are used more frequently than the content words.
- ☞ Sentences are not composed without the function words.
- ☞ The meanings of function words are sometimes very hard to explain.

Types of Structural Words

1. **Auxiliaries:** may, shall, will, can, should, must, could, would, etc.
2. **Prepositions:** in, on, at, by, with, for,
3. **Conjunctions:** and, but, or, that, because, so, although, etc.
4. **Interrogatives:** what, where, when, why, how, etc.
5. **Articles:** a, an, the
6. **Personal Pronouns:** I, we, you, they, he, she, it, me, him, her etc,
7. **Indefinite Pronouns:** anyone, everybody, nobody, small, some, etc.

Content Words (or Full Words):

- Content words form the bulk of the vocabulary of a language.
- They stand for things, actions and qualities.
- They are words that they have meanings by themselves.

Types of Content Words

1. **Concrete Words:** These relate to things or objects. e.g. book, pen, chair, table etc.
2. **Quality Words:** These words describe the quality of the concrete words. e.g.: big, small, long, short, white, etc.
3. **Abstract Words:** these speak about things which can be felt only but cannot be touched or seen. e.g. good, honesty, kindness, truth, love, hunger etc.
4. **Verbs and Verb Phrases:** e.g. go, come, see, write, give up, to look at, etc.

Teaching of Vocabulary

Vocabulary teaching must be done in a very methodical manner. We have to know what and how much to teach. We need to apply the principles of selection, gradation and presentation.

1. **Selection:** Since it is impossible to teach all vocabulary of language, we need to select some vocabulary which is essential for the student to learn.
2. **Gradation:** The vocabulary selected has to be graded according to the age and class of the student whom it is meant.
3. **Presentation:** It is the process or the method which we follow to teach the selected and graded vocabulary.

Selection of Vocabulary:

The following principles must be kept in view while selecting words.

1. **Validity and Utility:** It should be seen whether the word is useful for the learner and is suited to his mental level.
2. **Frequency and Popularity:** Some words occur more frequently in speech and writing than others. A frequency list is a good guide to show the relative popularity of a word.
3. **Structural Value:** Those words which are valuable in connecting the content words must be taught early. These words are indispensable.
4. **Universality:** A word must be useful everywhere.

5. **Applicability:** That is in how many different connections a word can be used. An item is found in a number of situations is more important
6. **Productivity:** That is its value for word-building by means of prefixes and suffixes. Example: man in a, manly, unmanly, manliness, manhood, mannish.
7. **Regional Value of the Word:** Some words are useful for and are needed in, one area, but may not be so useful and easy to understand in another area. For example, the Indian children should not be taught about 'kangaroo' at initial stage because they don't have a chance to see it.

Grading of Vocabulary:

The following principles must be kept in view while grading words.

1. **Usefulness:** One word is more useful for the pupils than another. The noun *book* or *pen*, for example is more useful for beginners in the language than say *diamond* or *medicine*. The verb *run* is more useful than say *sink*. Likewise, the adjective *good* is more useful than *careful*.
2. **Structural Value:** Structural words have to be taught at an early stage. Even these words, have to be graded. For example, the preposition *in* is taught much earlier than the preposition *besides* or *beneath*.
3. **Teach - ability:** Some words can be taught more easily than others because the objects or actions, for which they stand, can be shown or preformed. For this reason, it is easier to teach *table* than *honesty*; *run* than *surprise*.
4. **Simplicity:** Some words are simpler than others as regards their spelling and pronunciation. A teacher prefers to teach *great* to *tremendous*.

Presentation of Vocabulary

The selected and graded vocabulary is presented

1. By showing actual objects
2. By showing models
3. By showing charts and pictures
4. By using the blackboard
5. By performing actions
6. By creating situations

STRUCTURES

- ☞ The order of words in English is very important because it determines the meaning of the sentence.
- ☞ If you change the word order the meaning may change.

For example,

A.

1. Fish eat.
2. Eat fish

B.

1. You are there.
2. Are you there?
3. There you are.

- ☞ Arrangement of words in a particular order is called structure.

- ☞ Structures are the most important tools of the language.

Teaching of Structures

1. **Selection:** Since it is impossible to teach all structures of language, we need to select some structures which are essential for the student to learn.
2. **Gradation:** The structures selected have to be graded according to the age and class of the student for whom it is meant.
3. **Presentation:** It is the process or the method which we follow to teach the selected and graded structures.

Selection of Structures

The following principles must be kept in view while selecting structures.

1. **Validity and Utility:** It should be seen whether the structure is useful for the learner and is suited to his mental level. Structures which appear frequently in listening, speaking, reading and writing must be selected.
2. **Simplicity:** While teaching at early stage, we need to teach structures which are simple in form and also meaning.
3. **Frequency and Popularity:** Some structures occur more frequently in speech and writing than others. A frequency list is a good guide to show the relative popularity of a structure.
4. **Universality:** A structure must be useful everywhere.
5. **Applicability:** A structure found in a number of situations is more important.
6. **Productivity:** We have to select those structures from which we can produce more structures of the same kind.

Grading of Structures:

F. G. French suggests that during the first three years of learning English, the patterns given below should be taken up.

1. Two part patterns

The boy / played.

Ramya / sang

2. Three part patterns

Hari / wrote / a poem

Divya / bought / a car.

3. Four part patterns

My uncle / gave / me / a gift

They / elected / him / captain

4. Negative forms of the patterns

I am not interested

He did not come

5. Interrogative forms of patterns

Are you coming with us?

Do they live here?

6. Commands and requests.

Get Out

Give me your book, please

7. Hidden subject patterns using 'there' and 'it'

There are forty girls in the class.

It is a good idea

8. Question tags:

He is very innocent, isn't he?

Birds fly in the sky, don't they?

Presentation of Structures

The selected and graded structures are presented

1. By showing charts
2. By using substitution tables
3. By performing actions
4. By creating situations

PRACTICE TEST

Choose the correct answer

1. Active vocabulary is also known as

- A. Working Vocabulary
- B. Receptive Vocabulary
- C. Recognition Vocabulary
- D. None of these

2. 'book' is a/an

- A. Quality word B. Concrete word
- C. Abstract word D. None of these

3. Which of the following do not belong to 'structural Words'?

- A. Conjunctions B. Prepositions
- C. Auxiliaries D. Nouns

4. Which vocabulary is more in number?

- A. Passive Vocabulary
- B. Active Vocabulary
- C. Both have the same number
- D. None of these

5. Which of the following is not a principle to select vocabulary?

- A. Reliability B. Utility
- C. Universality D. Productivity

6. Which of the following is a principle to select vocabulary?

- A. Utility
- B. Universality
- C. Productivity
- D. All the above

7. 'black' is a/an ____ word

- A. Concrete B. Abstract
- C. Quality D. None of these

8. 'kindness' is a/an ____ word

- A. Abstract B. Concrete
- C. Material D. Quality

9. Which of the following is not a principle to grade vocabulary?

- A. Objectivity
- B. Utility
- C. Unversality
- D. Productivity

10. Which of the following is a principle to grade vocabulary?

- A. Utility
- B. Unversality
- C. Productivity
- D. All the above

11. Which of the following statements is /are false about Structural Words'?

- A. They add no extra information to the sentence
- B. They are added only to make the sentence grammatically acceptable
- C. With the addition or deletion of these words the meaning of the sentence does not change
- D. None of these

12. Which of the following statements is true?
- The number of the structural words is fixed
 - The number of the content words is fixed
 - The number of the structural words grows year by year
 - The number of the content words gets reduced every year
13. Which of the following statements is /are definitely false?
- A change in the position of a helping verb(structural word) in a sentence doesn't make much difference
 - The teacher has to teach both 'Structural Words' and 'Content Words'
 - The teacher has to teach only 'Content Words' because the child has already learnt 'Structural Words' by the time he joins school
 - Both A and C
14. The headlines of the newspapers generally give only _____ words
- Content Words
 - Structural Words
 - Functional Words
 - All the above
15. When a 'Content Word' is changed or deleted, the meaning of the sentence
- Changes
 - Remains unchanged
 - Becomes incomplete
 - Both 'A' and 'C'
16. Which of the following belong to 'Content Words'?
- Adjectives
 - Articles
 - Prepositions
 - Conjunctions

17. _____ Vocabulary refers to those language items which can only be recognized
- Passive Vocabulary
 - Active Vocabulary
 - Productive Vocabulary
 - None of these
18. The vocabulary which is used by us for communication in speech or in writing is called _____
- Passive Vocabulary
 - Active Vocabulary
 - Receptive Vocabulary
 - None of these
19. Identify the four pattern structure
- He bought fruits
 - The girl plays violin
 - The dog barks
 - He painted the car red
20. Which of the following statements is true?
- Our ability to read passages and understand them is greater than our ability to use words and structures in our writing.
 - Our ability to read passages and understand them is less than our ability to use words and structures in our writing.
 - Our ability to read passages and understand them is same as our ability to use words and structures in our writing.
 - None of these

KEY TO PRACTICE TEST

1. A	2. B	3. D	4. A	5.
6. D	7. C	8. A	9. E	10.
11. D	12. A	13. D	14. E	15.
16. A	17. A	18. B	19. D	20.



TEACHING/LEARNING MATERIALS

- ☞ In the field of Education, TLM is a commonly used acronym that stands for “teaching/learning materials.”
- ☞ Broadly, the term TLM refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans
- ☞ Modeling and the use of hands on materials are especially effective in demonstrating concepts and skills to students
- ☞ The Required Materials section will not be presented to students directly, but rather is written for the teacher's own reference and as a checklist before starting the lesson.

Different types of Teaching /Learning Materials in English

1. Resource centre
2. Language games
3. Language lab
4. NITE (Newspaper in Teaching English)
5. Blackboard Sketches
6. Use of Radio, TV for teaching English
7. Internet for Teaching English
8. Use of ICT for Teaching English

RESOURCE CENTRE

- ☞ In this Computer age, Language resources become necessary and inevitable for the successful classroom management and effective interaction. So, every school should have a resource centre for teaching, learning and self-learning.
- ☞ A resource centre must have many teaching learning materials. It includes a language lab, a library and a variety of audio and video materials. The following materials will be more useful in a classroom teaching. They are :
 1. Paper-bag puppets
 2. Glove puppets
 3. Hand puppets
 4. Finger puppets
 5. Class mascot
 6. Paper dolls
 7. English corner for speaking
 8. Picture cards with different items
 9. Word/Sentence cards for display and for flannel graph.
 10. Calendar for birthdays & important days
 11. Clock for interactive or individual practice tasks
 12. Weather chart with different types of days (rainy day, cloudy day...etc.,)
 13. Books display
 14. Borrowing cards

15. Radio
16. Television
17. Computer
18. Maps of local area
19. Wall charts
20. Toys
21. Building blocks
22. Cassette recorders
23. Overhead Projector
24. Transparencies
25. Albums
26. Learner's profile

LANGUAGE GAMES

- ☞ Language is a tool of Communication. Everyone needs a language to express one's feelings and emotions.
- ☞ Language games help the learners to learn the language in an interesting manner.
- ☞ They develop self confidence and skills of LSRW i.e., listening, speaking, reading and writing.
- ☞ These games can be used in many different settings. In the classroom situation they help to improve teaching and learning.
- ☞ They improve the Communication skills of students.
- ☞ They develop the social skills in children.

LANGUAGE LAB

- ☞ The language lab is an aid in modern language teaching.
- ☞ It is an audio or audio visual installation.
- ☞ It is used for language teaching and remedial English classes.
- ☞ The students are exposed to a variety of listening and speaking skills.
- ☞ It builds self-confidence in using English language.

There are two types of language labs. They are:

1. Traditional System
2. New System

TRADITIONAL SYSTEM: The traditional language lab system has a master position which was electrically connected to the students' booths. Each student is provided with a tape recorder and boom arm. The entire tape recorder system was controlled from the master position. The teacher can control the students tape recorders like recording, stopping, rewinding etc. This helps easy distribution of the master programme material to the learners. Once the programme is transferred on to the student recorders, the students take control of their machines. By pressing the record key in the booth, the student would hear the playback programme.

NEW LANGUAGE LAB SYSTEM: The new language lab system is a resource centre and the Centre focus of a school language department. Multi-numbers of activities are provided in the new system. It is a combination of traditional system and the modern technology. It is provided with computer, video, electronic testing. It has other facilities like reading English periodicals, bulletin boards, language games, word games, quizzes, debates, skills etc.,

CHARACTERISTICS OF TASK-BASED ACTIVITIES IN THE LANGUAGE LAB:

There are three main characteristics of task-based activities. They are:

1. The activities have a purpose that requires the use of the target language. Ex : story telling.
2. It makes use of the special facilities of the language lab which are not available in the classroom situation.
3. The activities motivate the students. The students are involved in the activities. The activities create a desire to excel.

The objective of task-based activities is to provide learners with opportunities to use English effectively. The learner explores the language through situational activities. Duplication is avoided in the teaching process.

The role of a teacher is very important in the preparation of task based activities. The teacher has to

- Develop software.
- Make use of computer assisted instruction.
- Organize activities.
- Prepare learning materials.
- Maintain equipment.
- Organize lab.
- Provide task based activities.
- Interact with students.
- Co-ordinate activities.

TRADITIONAL CLASSROOM VERSES MULTIMEDIA LAB:

	Traditional Classroom	Multimedia Lab
Teaching Tools	Chalk, Blackboard, Audio tapes	Computer Network, Video
Teaching Materials	Textbook	Interactive Computer Software
Communicative Activities	Imaginative role-play	Real Computer based situation
Students teacher	Direct contact with teacher	Less Intimacy

NEWSPAPER IN TEACHING ENGLISH (NITE)

Newspaper can play an important role in the classroom. The students are motivated to develop the reading skill. So, the teacher must judiciously (wisely) use the newspaper activities, very carefully. There are four key ways teachers can use newspaper materials successfully.

1. Pre-activity preparation
2. Material selection
3. Task designing
4. Material

Pre-Activity Preparation:

1. It involves familiarizing the materials with the students.
2. It prepares students for any difficult language.

Selection of Materials:

- Newspaper materials strengthen the skills of the students
- Reading skill with comprehension.

- Creative writing.
- Improve knowledge of structure.
- Reinforcing grammatical items.

Reading a newspaper may be a boring task. But selecting small items like headlines, news columns, pictures in the newspaper, advertisements, business columns, sports columns can be successfully used by a resourceful teacher. Selecting easy and small items in the paper would help the learners in developing skills.

Designing of Tasks:

TASK-1 :

Collect old newspapers and cut according to different columns. (sports, business etc.,)

- Frame questions
- Make negative sentences
- Write degrees of comparison
- Direct speech
- Indirect speech Sentences

TASK-2 :

1. The rôle of the press in this century – Discuss.
2. Arranging the jumbled Headline words.
3. Frame sentences with punctuation marks.
4. Frame meaningful grammatical sentences.
5. Read out the sentences and discuss their accuracy.

TASK-3 :

Expansion of Headlines into a meaningful paragraph.

TASK-4 :

Preparing News bulletin with the help of Headlines.

TASK-5 :

Answering questions from the advertisements.

PROJECTS:

1. Compare two English newspapers.
2. Discussion on the Introductory para of an article.
3. Finding factual information from newspaper on an article.
4. Creation of a class newspaper and writing new items.

BLACKBOARD SKETCHES

Chalkboard is a basic and an important tool of instruction. It is widely used by the teachers in classroom. Blackboard helps the teacher to explain his personal visualization of the teaching material. It is the most trusted and powerful companion of a teacher.

Blackboard work is to be planned properly by the teacher. It can be divided into four convenient sections. One part may be for pictures, another part for planned work, another for tables and lists and another for unforeseen use. The teacher has to erase the board unless it is absolutely necessary for following work.

Techniques of usage: As there are different types of chalkboards available, a teacher can have different techniques to employ in the classroom. There are four types of techniques for the teacher to choose from to present the subject matter and integrate it.

They are :

1. The Template technique.
2. The Pattern technique.
3. The Magnetic board technique.
4. The Subject matter outline technique.

1. **The Template Technique:** Templates are cut out of cardboard, or wood. It is used to draw the outline of regular symbols and diagrams on the blackboard. These templates can be stored.
2. **The Pattern Technique:** The outline of a diagram are punched on a tracing paper sheet. The punches are perforated with a nail. A dusty eraser is rubbed against the perforated section on the outline. The chalk dust sticks on the board. The pattern is completed by free-hand drawings.
3. **The Magnetic Board Technique:** This is a steel chalkboard with pieces of magnets. Magnets help to fix the three-dimensioned objects on the board. A cloth curtain is fixed at the top of the board.
4. **The Subject Matter Outline:** Technique, Description, Procedures, Processes and Experiments are presented through worded summaries. The important words and phrases are focused to help understanding. Key ideas are coloured.

Low Level Blackboard: Low level blackboard is meant for the children in the classroom. Three sides of the classroom are painted black. The children are motivated since they have a sense of achievement and satisfaction. It promotes healthy competition among the learners and improves the performance. There is scope for peer learning, peer correction, peer evaluation, self learning and self evaluation.

Chalk Sheets for Teaching: Uniform sheets of quality wrapping paper or craft paper or thin card or construction paper are painted with blackboard paint. The sheets are dried and bound on one side. The Teacher can present the teaching item in small units. Explanatory sketches are used. This can be wiped with wet cloth.

Blackboard Drawing: Every teacher must be able to draw simple pictures on the blackboard. Simple stick figures will motivate the students in the classroom. Stick figures are very effective in language teaching. It shows the word or phrase clearly without distraction. There are two types of stick figures.

Type – I Stick figures : This is very simple and accurate. They are used for quick blackboard sketches during the lesson. It takes less time to draw and can be replaced very quickly.

Type – II Stick figures: They are comparatively elaborate. To provide 'situation' Type – II stick figures can be used along with flash cards and wall pictures. These sketches are learner friendly. These should be drawn before the lesson begins. All sticks are composed of straight lines and curves.

White board or Marker board: A white board is a name for any glossy, smooth surface. It is commonly coloured white. It is very common in offices, meeting rooms and class rooms. A special marker pen with removable ink is used.

Advantages: It does not create dust. This can be used for an OHP or video projects. The teacher can fill up, edit, underline what is shown in the projected image. The pen is very easy to write with. It takes less time and less effort. The pens have greater range of colour.

USE OF RADIO, TV & INTERNET FOR TEACHING ENGLISH

In this age of Science & Technology, mass media cannot be overestimated. Radio & Television are the most powerful media at present. Educational Technology consists of all materials, media and methods. It comprises (includes) of teaching aids like books, journals, charts, posters, chalk sticks etc.,

- (1) Educational broadcasting through Radio and Telecasting through Television is a means of motivation.
- (2) It is a direct instructional medium.
- (3) It enriches formal educational system.
- (4) It serves as a training component for Teachers and Supervisors.
- (5) It improves the professional skill.

RADIO:

Radio technology helps the teachers to integrate technology into the Curriculum. It reinforces all of listening, writing and speaking. It provides an opportunity for the students to listen to the speakers of English. In the absence of Internet facility, Radio becomes an accessible technology that makes the classroom educational programmes more attractive and interesting. The teacher does not use the content passively. He can successfully divide the programmes into three sessions.

1. Pre – listening session 2. Listening session and 3. Post- listening session.

Pre-listening: The teacher presents a script of an English Language passage with blank spaces. Definitions for the missing words are given below the script. While listening to the recorded passage the students are asked to fill up the words.

Listening: The students listen to the recorded passage with the script. Vocabulary is explained in context. Again the students are given definitions for other words in random. The remaining passage is played in the recorder. The students identify the words without the support of the script. The recorded words are matched with the given definition.

Post – listening: The students are asked to create new sentences using the learned words. Such activities can be designed by the teacher either on live or recorded radio programme. The students are exposed to the native language speakers of English.

TELEVISION:

Television is the most powerful medium of communication. It has completely changed the method of education.

- It is a convenient method.
- It is economical.
- It covers large section of people at a time.
- It helps to overcome learning difficulties.

PROGRAMME:

- The programme must fit comfortably.
- The objectives are well defined by the teachers.
- It should be interesting.
- It should motivate the children.
- The material and equipment must be easily accessible.

ORGANISATION:

1. Picture quality is important.
2. All children must be able to view the programme.
3. The room should not be darkened.
4. Glaring is to be avoided.
5. Proper viewing depends upon screen size.
6. Students are made to sit according to their heights.
7. Students with poor vision are to be taken care.
8. Teacher gives background information about the programme.

ACTIVITIES:

1. Prime Time.
2. Survey.
3. Projects.
4. Teleconferencing.

Ask the students to arrange the areas of interest in the TV like Music, Cartoon, Travel etc. The students are asked to get answers given by the teacher from the other students. The teacher clarifies points, answers questions, leads discussion and individual help alone is given. The teacher actively responds to the lesson. He also encourages children to respond to question. The follow up activities are designed by the teacher depending upon the TV programme. Ex:

- Writing poems, letters, stories
- Note - making, Reports, Outline history
- Articles for school
- Vocabulary building
- Books for TV series.

TELECONFERENCING:

Teleconferencing is the two-way connection of two or more locations through' audio and video equipment. It is a method of extending classroom at different locations. It is similar to classroom instruction.

- Awareness of the equipment operation is essential.
- Run a test session with the location.
- Contact information in case of technical failure.
- Way of interaction with the organizer by the students.
- Camera should get the best picture of the participant.
- Arrange the classroom in a triangular formation.
- Give seed question to generate discussion among the learners.
- Small group discussion during break time.

INTERNET FOR TEACHING ENGLISH

The Internet is commonly referred to in its abbreviation form as 'Net'. It is also known as cyberspace or the Information superhighway. It is one of the most significant development in communication tools. The benefits of Internet are manyfold:

- Browsing news.
- Reading news.
- Reading books.
- Getting software.
- Playing games.
- Watching videos.
- Chatting.
- Exchanging messages.
- On line banking etc.,

The Internet is the powerful instructional tool. It is an ideal mechanism for encouraging students for learning. Internet provides different learning resources. The participants become active. Students are able to define their learning needs. They can find information, assess and communicate their discoveries with others.

Internet navigation skills are necessary for the learners to get the correct information. Simple searching rules are introduced to the learners. The students may be asked to prepare notes on essential words of Internet operation. After analyzing and organizing information, documentation of a product is important. Students can record the website, name of the website etc., in the bibliography format.

PODCASTS:

Podcasts is one of the ways of improving the communication skills. It is a recent technology in distributing multimedia files-audio and video files-over the internet. The term is a combination of two words related to audio: "i pod" and broadcast or broadcasting. With podcasting the files are automatically downloaded on to the computer of the podcast subscriber. The students can listen to the contents to improve their learning skills. There are varieties of materials in podcast format available on the net. The listening materials can be converted, recorded, played on audio cassettes.

Developing Internet – Safe Lesson:

- Don't direct the entire class to the same site at the same time.
- Try to preview sites.
- Do not ask students to surf.
- Ask students to find specific information.
- Ask students to write URL's of the sites in bibliography format.

USE OF ICT FOR TEACHING ENGLISH

ICT stands for Information and Communication Technology. It describes the technologies of communication. It is widely used in education and business. The knowledge of ICT is essential for students as they have easy access to it. They develop their ability to communicate more effectively in English. They can communicate, edit, annotate and arrange text quickly and it has flexibility. ICT can be used to integrate all the four skills of learning i.e., listening, speaking, reading and writing. It enhances interactive teaching and learning styles. It extends students ability to exercise choice, work independently and make connections between their work in English and in other subjects.

ICT helps students to:

- Evaluate their work.
- Review and modify their work.
- To select and interpret information.
- To improve efficiency.
- Be creative and take risks.
- Gain confidence and independence.
- To save, record, edit and adapt their work quickly and efficiently.
- Easy location and read significant parts of the body.
- To locate information quickly, confidently and accurately.
- To communicate with others e.g. via e-mail, online conferencing.

USING THE BLACKBOARD EFFECTIVELY IN CLASSROOM

The blackboard continues to be a very important teaching aid throughout the world. In the Third World countries, it is the cheapest visual aid, which is easily available in every classroom. Chalk and Talk continues to be a very effective method of teaching.

You may use it to write the sentences, words and phrases you wish to teach. You may use it to tell what the students have learned. You may use it to illustrate the meaning of words, phrases and sentences. You can invite your students to come forward and write what they have learned. So, it is important that you train yourself to use the blackboard effectively in your class.

1. Some teachers hide the board. And if the teacher has her back to the class she cannot control what the students are doing.
2. You need to keep eye contact with the class as you write. You should allow the class to see what you write.

3. Writing should be started from the top left hand corner and progressively go down to the bottom right.
4. You should keep the students' attention by saying the words as you write them.
5. Write clearly. The writing should be large enough to read from the back of the class.
6. Write in straight lines. This is easy if you only write across a section of the board, not across the whole board.
7. Choose only those items that need special and focused attention to write on the blackboard.
8. You could use different colour chalk (red, and green stand out most clearly).
9. You can ask different students to come to the front in turn and present each set of examples on the blackboard.
10. Many teachers use the blackboard only for writing. But simple pictures drawn on the blackboard can help to increase the interest of a lesson, and are often a good way of showing meaning and conveying situations to the class.
11. Blackboard drawings should be as simple as possible, showing only the most important details. Very simple line drawings and stick figures, which are easy to draw.
12. It is important to draw quickly, so as to keep the interest of the class. Talk as you draw.
13. Use blackboard drawings to build up a complete situation. This might be done to introduce a topic and new vocabulary, or as a preparation for reading a text or dialogue.
14. A series or sequence of pictures would tell the story better. Use the pictures as clues to students to tell the story.

PRACTICE TEST

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Which of the following is an example for TLM?
A. TV B. Internet
C. Blackboard sketches D. All the above 2. _____ is the two-way connection of two or more locations through audio and video equipment
A. Radio conferencing
B. Teleconferencing
C. Audio conferencing
D. All the above 3. Language games help the learners to learn the language in a/ an
A. Interesting manner
B. boring manner
C. tedious manner
D. monotonous 4. A Language Resource Centre includes
A. Language Lab
B. Library
C. Audio and video materials
D. All the above | <ol style="list-style-type: none"> 5. _____ is a basic and an important tool of instruction
A. TV B. Tape recorder
C. Chalkboard D. Radio 6. All match-stick figures are composed of
A. Circles
B. 3D pictures
C. Polygons
D. Straight lines and curves 7. Newspapers help the students in developing their
A. Speaking skills
B. Reading skills
C. Vocabulary
D. Both B and C 8. In the preparation of task based activities, the teacher has to
A. Develop software
B. Organize activities
C. Prepare learning materials
D. All the above |
|---|--|

9. _____ is the most trusted and powerful companion of a teacher.

- A. Blackboard
- B. Tape recorder
- C. Television
- D. Computer

10. Low level blackboard is meant for the

- A. pupils
- B. teacher
- C. outsiders
- D. None of these

11. _____ is the most powerful medium of communication

- A. Radio
- B. Tape recorder
- C. Newspaper
- D. Television

12. _____ is a recent technology in distributing multimedia files audio and video files over the internet.

- A. Broadcasts
- B. Telecasts
- C. Podcasts
- D. None of these

13. The term podcasts is a combination of two words

- A. I pod and broadcast
- B. I pod and telecast
- C. peapod and broadcast
- D. None of these

14. With _____ the files are automatically downloaded on to the computer.

- A. Broadcasting
- B. Podcasting
- C. Telecasting
- D. None of these

15. Teleconferencing is the _____ connection of two or more locations through audio and video equipment.

- A. One-way
- B. Indirect
- C. Circuitous
- D. Two-way

16. Charts are used by the teacher

- A. To save his time
- B. To draw pictures more effectively
- C. To attract the students' attention
- D. All the above

17. Flashcards are made of

- A. Iron
- B. Plastic
- C. Cardboard
- D. Clay

18. The main objective of using visual aids is that

- A. They provide entertainment to the student
- B. They are inexpensive
- C. They provide relief to the teacher
- D. They attract the attention of the students

19. The student's intimacy with the teacher is more

- A. Traditional classroom
- B. Language Laboratory
- C. Online teaching
- D. None of these

20. ICT stands for

- A. Information and Computer Technology
- B. International Communication Technology
- C. Indian Communication Technology
- D. Information and Communication Technology

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. D | 2. B | 3. A | 4. D | 5. C |
| 6. D | 7. D | 8. D | 9. A | 10. B |
| 11. D | 12. C | 13. A | 14. B | 15. D |
| 16. D | 17. C | 18. D | 19. A | 20. D |

IMPORTANCE OF PLANNING IN TEACHING:

- A. Planning plays an important part in the successful teaching
- B. Planning enables the teacher to break up the course in convenient units for each term, each month and each week.
- C. Planning enables the teacher to do full justice to all the items on the syllabus, ensuring proper and systematic teaching, revision and consolidation
- D. The teacher is able to prepare his lessons thoroughly, for he spends a good deal of time on preparation. He thinks of ways and means of making his lessons more interesting and lively.
- E. Planning for a lesson may be divided into three stages.

1. Pre-teaching planning:

It includes preparation of the lesson notes and collection of teaching-learning materials

2. Planning during teaching:

It consists of planning blackboard work in a systematic way, arranging and presenting the aids in a proper order, planning pupil activities such as drills, dialogues, distribution of questions over the class, writing work and correction of mistakes made in the class.

3. Post-teaching planning:

It comprises correction of written work, preparation of a list of common errors, preparation of remedial exercises to drill out the errors and recoding the progress of the student.

NEED FOR LESSON PLANS:

1. A good lesson plan is pre-requisite of good teaching
2. A lesson plan helps the teacher to define his objectives, think of activities and techniques to realize them, and the aids to be used.
3. An experience teacher need not spend much time on the preparation of lesson plan. But an inexperienced teacher has to do a lot of work during the first five years of teaching.

How to Plan for Teaching Effectively?

1. The teacher should be aware of the aims of the lesson and make efforts to achieve them
2. He should use simple and correct English
3. The material of the lesson should be properly selected and integrated with other lessons
4. The material should be skillfully organized into units. The lesson material should be neither too much nor too little
5. Various skills must be given due importance
6. The teacher should follow the situational approach to teaching
7. There should be adequate provision for oral practice and drill work
8. The blackboard should be imaginatively used
9. Audio-visual aids must be used wherever necessary
10. He should make the class observe discipline
11. The teacher's voice must be clear and understandable
12. Homework must be given to the students at the end.

Objectives of Teaching English

The principal aim of teaching English in India is to make the students proficient enough to use the four language skills (LSRW) with felicity and ease.

There are four general objectives of teaching English at the school stage. They are :

1. To enable the students to understand English when spoken(Listening)
2. To enable them to speak English(Speaking)
3. To enable them to read English(Reading)
4. To enable them to write English(Writing)

- ☞ The above four objectives correspond to the four language skills or abilities, viz., listening, speaking, reading and writing.
- ☞ Listening and reading are passive or receptive skills.
- ☞ Speaking and writing are active or productive skills.
- ☞ It is easier to learn receptive than productive skills.

Objectives of Teaching Poetry

Coleridge defined "prose as words in their best order and poetry as the best words in their best order". Prose appeals to head and poetry appeals to heart. The most important aim of teaching poetry is to give pleasure.

General Objectives:

1. To enable the students to appreciate the beauty of the poem
2. To enable them to enjoy the music of the poem.
3. To enable the students to read the poem aloud with proper rhythm and intonation.
4. To develop aesthetic sense and literary taste in the student.

Specific Objectives:

1. To enable the students to understand the theme, central idea and the moral of the poem
2. To enable the students to understand the mood, imagination and style of the poet.

STEPS INVOLVED IN TEACHING A POEM

1. Introduction/ Motivation:

The teacher gives an introductory talk to ask questions on the poem he is going to teach. He creates an atmosphere for teaching the poem.

2. Announcement of the topic:

Then he announces the name of the poem and the poet and writes the title on the blackboard.

3. Model Reading of the poem:

Now the teacher reads the poem aloud and makes the pupils to understand the significance of rhyme and rhythm

4. Introduction of new vocabulary:

The teacher teaches the new vocabulary that come across in the poem and makes the pupils understand the meaning of the new words.

5. Oral Reading of the Poem by the teacher :

Now the teacher once again reads the poem aloud with proper expression, rhyme and rhythm

6. Chorus reading by the pupils:

The teacher then makes the children read the poem aloud in groups. The chorus reading will be more effective in poetry.

7. Study of the poem:

The teacher explains the poem bringing out the central idea and appreciating the beauty of the poem. Here and there he asks questions and with the help of pupils' answers, he builds up the summary.

8. Silent reading:

The teacher makes the pupils to read the poem silently to understand the meaning of the poem.

9. Questions on Comprehension:

The teacher asks comprehension questions relevant to the poems and gets pupils' response.

10. Appreciation:

The teacher asks the pupils to locate rhyming words. He explains the poetic words, the mood and style of the poet., figures of speech and the central idea of the poem.

11. Recitation of individual reading by the pupils:

The teacher asks the pupils to recite the poem with expression, rhyme and rhythm to bring out the beauty of the poem.

12. Recapitulation:

The teacher asks questions on the poem to recapitulate what the pupils have learnt.

13. Assignment:

The teacher concludes his lesson by devising some exercise on the poem and assigning it to the pupils for homework. He writes the assignment on the blackboard.

OBJECTIVES OF TEACHING PROSE

General Objectives:

1. To help the students enjoy learning English
2. To enable them to listen to English spoken by their teachers and classmates and understand it.
3. To enable them to speak English with their teachers and classmates
4. To enable them read and understand the given reading materials
5. To enable them to write simple English

Specific Objectives:

1. To enable the students to learn the elements of language
 - a) Structural/ Functional items
 - b) Active vocabulary
 - c) Passive vocabulary
 - d) Pronunciation
 - e) Spelling
2. To enable the students to understand the given passage

STEPS INVOLVED IN TEACHING A PROSE LESSON

1. Introductory Activity:

In order to create English atmosphere in the class, the teacher can ask a few questions to recall the previous knowledge and thus motivate them towards the lesson.

2. Listening Comprehension:

The teacher has to read a short story or a passage aloud at normal speed and the students listen to it while their books are closed. Later he asks simple questions to test their listening comprehension.

3. Speaking :

a) Teacher's Demonstration(Presentation of the Structural Item)

The teacher presents the structural item with illustrations and then gives practice to the pupils in the form of role plays, pair work etc. he also uses substitution tables.

b) Learning of new words(Words for active use and passive use):

The teacher then teaches with the help of different teaching aids, the selected and graded vocabulary. This vocabulary is either active or passive. While teaching the active vocabulary, the teacher uses three step-presentation, practice and production. The teacher gives meanings for the passive vocabulary. Then he teaches pronunciation for new words.

c) Introduction of the lesson:

Then the teacher before actually taking up the reading material tries to introduce the lesson through asking questions and making the pupils recall their previous knowledge.

d) Announcement of the topic:

Then the topic is announced and it is written on the blackboard.

4. Reading :

a) Model Reading:

The teacher reads the passage two times so that the pupils can follow and identify the significance of stress, pause, intonation and pronunciation.

b) Loud Reading:

The pupils try to imitate the teacher and read the passage aloud keeping in view the importance of stress, pause, intonation and correct pronunciation, thus learn to read with expression.

c) Silent Reading:

The students read the passage silently and try to comprehend the passage.

d) Questions on Comprehension:

To test the pupils' comprehension in reading, the teacher asks questions on the reading material given in that lesson.

5. Writing:

a) Work book exercises:

In order to develop writing among the pupils the teacher has to make the pupils do the writing exercises given in the textbook and also the exercises given in the workbook.

b) Recapitulation:

The teacher has to recapitulate what he has taught in the class through some written exercise by asking questions to know how far the pupils are following the lesson.

c) Assignment:

Some home assignment or homework will be given on the lesson taught.

Teaching a Supplementary Reader:

Supplementary Readers are the books that pupils are expected to study in addition to their regular Readers. The Readers are meant for intensive and detailed study whereas the Supplementary Readers are meant for extensive and non-detailed study. Supplementary Readers are very much helpful in developing the reading skill of the pupils.

Objectives of Teaching a Supplementary Reader

1. To create interest in the pupils and develop a taste for wide reading
2. To improve their skill in silent reading with a reasonable speed
3. To motivate them for self study
4. To expand their passive vocabulary
5. To help their intellectual and emotional development
6. To help them to reinforce the vocabulary and structures already learnt by the pupils

TEACHING COMPOSITION

Writing is the most important skill. It is the only medium through which a learner is assessed. Written examination plays a pivotal role in a student's career. But it is given a raw deal in the classroom by the teacher. The students neither show interest nor improve in writing because of mechanical and dull language study, irrelevant, unreal-life situations in their activities. The following topics would serve as fresh initiatives to induce, create interest in the skill of writing.

What is composition?

Composition is an advanced stage of learning to write on some topics of interest in a systematic way.

What is the main aim of a composition?

The main aim of a composition is to communicate one's thoughts in an organized way.

Objectives of Teaching Composition:

1. To encourage the students to express their ideas in writing in an orderly way.
2. To communicate information for the readers to understand easily.
3. To write at a reasonable speed and with accuracy.
4. To recall correct words and use in sentences.
5. To make correct punctuation marks for clarity of ideas.
6. To fix the structures and vocabulary already orally learnt.
7. To develop communicative competency in writing.

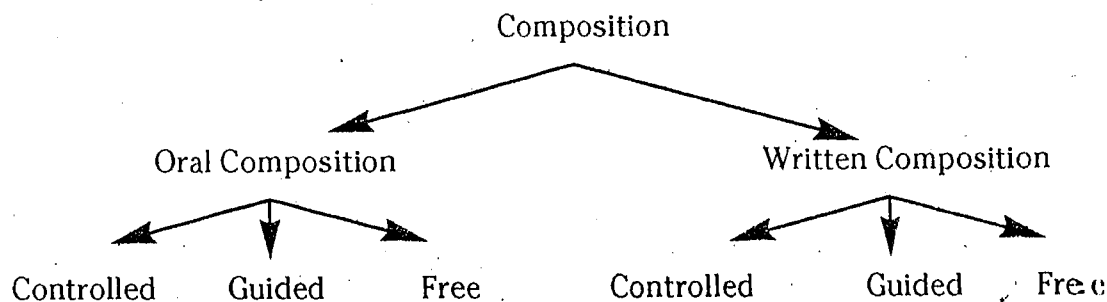
Characteristics of a Composition:

- It is the expression of one's thoughts, ideas, feeling and observations.
- It includes both the process and product of composing.
- It is the process of collecting thoughts, arranging them in a proper sequence and expressing them in a recognized form.
- The product may take the shape of a letter, a para, a story, a dialogue, a poem etc.,

Need for composition:

- It serves as an outlet for everyone to express his feelings freely.
- It develops thinking and planning before writing.
- It develops extensive thinking and creative imagination.
- It promotes describing skill, narrating skill, summarizing skill etc.,
- It helps in pursuing higher education and prospective careers.

TYPES OF COMPOSITION



There are two types of composition:

1. Oral composition
2. Written composition

Oral composition:

Expressing one's ideas, feelings, and needs orally in a few sentences is called oral composition.

- It is a beginning to written composition.
- It helps the students to speak fluently and write correctly.

Advantages:

- It is useful for giving practice in using the language already learnt.
- It is useful for training the pupils in the new language.
- It prepares the students for written composition.
- It promotes clear and precise thinking.
- It develops the spoken skills of English like stress, intonation and pronunciation.

Written composition:

What is written composition?

Students express their feelings, ideas, observations, etc., by way of writing in classroom language writing.

The types of written composition:

- Controlled composition
- Guided composition
- Free composition

Preparation for Written composition:

- Oral questioning on the subject matter.
- Use of composite pictures or picture cards.
- Reading aloud articles and magazines.
- Short informal talk on the topic.
- Visits for first hand information regarding the topic.

The controlled composition:

- Copying of sentences
- Filling – up exercises

- ☞ Changing of Tenses
- ☞ Framing questions, substitution exercises
- ☞ Transformation of sentences
- ☞ Clauses, Jumbled words and Sentences
- ☞ Grammar, Syntax
- ☞ Mechanics of writing.

It does give freedom to construct sentences and choose vocabulary by the students.

Guided composition

Composition given under the guidance of the teacher on the choice of the subject matter and the expression is called guided composition.

Why do the students need guidance?

The teacher's intervention, control and guidance are necessary for the beginners.

- ☞ They have a limited vocabulary.
- ☞ They cannot express freely.
- ☞ They are unfamiliar with the subject.

What does the teacher do in Guided composition?

Learning a new language like English by reception, imitation and reproduction require guidance. So, the teacher guides the students in the following ways.

- ☞ He selects the topic after careful consideration.
- ☞ The vocabulary and structures are prescribed.
- ☞ Gives information about the topic.
- ☞ Ready to clarify things.
- ☞ Takes decision on the procedure.

Procedure of Teaching Guided composition:

- ☞ Topic selection
- ☞ Preparation
- ☞ Oral practice
- ☞ Writing composition
- ☞ Correction
- ☞ Follow-up work

Free Composition:

It enables the pupils to arrange their own ideas, in their own way by choosing their own words to express freely, correctly and creatively. It need not be introduced in the initial years.

Features:

- ☞ No restriction in vocabulary and structure.
- ☞ No rigid restriction in the length of the topic.
- ☞ Freedom in Topic selection.
- ☞ Organization and presentation of matter is important.

Categories:

- ☞ Narrative or Descriptive
- ☞ Story type
- ☞ Reflective
- ☞ Imagination
- ☞ Literary writing

Exercise:

1. Paragraph Construction
2. Paraphrasing
3. Letter writing
4. Application writing
5. Essay writing
6. Descriptive writing
7. Narrative writing
8. Story writing
9. Precise writing
10. Poetry writing.

PRACTICE TEST

Choose the correct answer.

1. _____ enables the teacher to break up the course in convenient units for each term, each month and each week.
A. Curriculum
B. Planning
C. Evaluation
D. All the above
2. _____ includes preparation of the lesson notes and collection of teaching-learning materials
A. Pre-teaching Planning
B. Planning During Teaching
C. Post-teaching planning
D. None of these
3. Planning blackboard work in a systematic way comes under
A. Pre-teaching Planning
B. Planning During Teaching
C. Post-teaching Planning
D. None of these

4. A good lesson plan is _____ of good teaching
A. Post-requisite
B. Pre-requisite
C. Outcome
D. None of these
5. A _____ helps the teacher to define objectives
A. Teaching aid B. Lesson plan
C. Handbook D. None of these
6. While teaching a lesson, audio-visual aids be used _____
A. Before announcing the topic
B. After giving the assignment
C. In the middle of the lesson
D. Wherever necessary
7. Asking the students to identify the rhyme words in the poem comes under
A. Motivation
B. Appreciation
C. Comprehension
D. None of these

8. During the first model reading by the teacher
- The students open their textbooks
 - The students don't open their textbooks
 - The students open their workbooks
 - None of these
9. Which of the following is true about teaching a poem?
- The teacher first writes the title on the blackboard and then announces the name of the poem.
 - The teacher first announces the name of the poem and then writes the title on the blackboard.
 - The teacher first announces the name of the poem but doesn't write the title on the blackboard
 - The teacher first writes the title on the blackboard but doesn't announce the name of the poem and the poet.
10. The teacher may ask some general questions regarding weather etc. before he announces the topic. He does it to
- Establish rapport with the children
 - To motivate the students towards the lesson
 - To create an atmosphere to teach the lesson
 - All the above
11. Which of the following is definitely WRONG about teaching a poem?
- The teacher reads the poem with proper rhyme and rhythm
 - The teacher teaches the structural item with suitable examples
 - The teacher asks the pupils to locate rhyming words
 - The teacher teaches the new vocabulary
12. The correct order of the steps regarding teaching active vocabulary of a prose lesson is
- Production _ Practice _ Presentation
 - Production _ Presentation _ Practice
 - Presentation _ Practice _ Production
 - Practice _ Presentation _ Production
13. The correct order of the steps regarding teaching passive vocabulary of a prose lesson is
- Production _ Practice _ Presentation
 - Production _ Presentation _ Practice
 - Presentation _ Practice _ Production
 - None of these
14. The teacher reads the passage two times so that the pupils can follow and identify the significance of
- Stress
 - Pause
 - Pronunciation
 - All the above
15. Which of the following is NOT an objective of teaching 'composition'?
- To develop communicative competency in writing.
 - To make correct punctuation marks for clarity of ideas
 - To learn correct pronunciation for clarity of ideas
 - To encourage the students to express their ideas in writing in an orderly way.
16. Supplementary Readers are meant for
- extensive study
 - non-detailed study
 - self study
 - All the above
17. Which of the following is not an objective of teaching a Supplementary Reader?
- To create interest in the pupils and develop a taste for wide reading
 - To improve their skill in silent reading with a reasonable speed
 - To motivate them for self study
 - To teach them new structural/functional items
18. The main aim of a composition is to communicate one's thoughts in a/an _____ way
- Jumbled
 - organized
 - mechanical
 - unconscious

19. 'Filling the blanks with suitable articles' comes under

- A. Controlled Composition
- B. Guided Composition
- C. Free Composition
- D. None of these

20. A student is asked to write a letter to his father using the hints given. Here the type of composition is

- A. Controlled Composition
- B. Guided Composition
- C. Free Composition
- D. None of these

21. If the students are asked to write a story of his choice, it is ____ composition.

- A. Controlled
- B. Free
- C. Guided
- D. None of these

22. The student is given some jumbled sentences and asked to arrange them in a meaningful way. Which type of composition is it?

- A. Controlled
- B. Free
- C. Guided
- D. None of these

23. The following are features of composition

- No restriction in vocabulary and structure.
- No constraint in the length of the topic.
- Freedom in Topic selection.

- A. Free
- B. Controlled
- C. Guided
- D. None of these

24. "Always plan out your lesson beforehand but do not be slave to it"- This is quoted by

- A. R. L. Stevenson
- B. Bagley
- C. I. K. Davies
- D. None of these

25. Correction of written work happens during

- A. Pre-teaching planning
- B. Planning During Teaching
- C. Post-teaching planning
- D. None of these

KEY TO PRACTICE TEST

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 2. A | 3. B | 4. B | 5. B |
| 6. D | 7. B | 8. B | 9. B | 10. D |
| 11. B | 12. C | 13. D | 14. D | 15. C |
| 16. D | 17. D | 18. B | 19. A | 20. B |
| 21. B | 22. A | 23. A | 24. A | 25. C |

3. Elasticity:

The curriculums should not be rigid. It should be flexible and adjustable to the needs of the students every stage.

4. Relation with community life:

The curriculum must be related to the community life, i.e. to the daily life of the students and their surroundings.

5. The training for leisure:

The curriculum should not be designed to train the students not only for academic work but also for leisure.

6. Inter-relation of subjects:

There must be correlation between English lessons and other school subjects.

IMPORTANCE OF A LANGUAGE TEXTBOOK

The text plays a vital role in effective language learning and teaching.

1. The textbook is a very useful tool in the hands of a teacher of language.
2. It is a guide for the teacher and a memory aid for the student.
3. It presents in concrete form the limited portion of the language to be taught in a given time.
4. It helps the teacher to introduce a graded series of useful words and structures.
5. It is a means of extending linguistic experience beyond the local scene.
6. It provides a vast scope for homework.
7. It provides a base for reading.
8. It is a uniting factor for language teaching.
9. It stimulates interest with visual appeal.
10. It enables the teacher to measure students' achievement.
11. It acts as a memory aid for the pupil.

QUALITIES OF A GOOD LANGUAGE TEXTBOOK

I. Subject Matter:

1. The subject matter should be according to the age and mental level of the students.
2. In the beginning of the book, the lessons must be easy and simple. The complex lessons should be in the end of the book.
3. It should have variety of topics.
4. There should be both prose and poetry lessons.

II. Reading Material:

The reading material should be interesting.

III. Pictures and Illustrations:

A good English Textbook should have simple and interesting pictures.

IV. Opportunity for Oral Work:

A good English Textbook should provide sufficient opportunities for oral work.

V. Suitable Vocabulary and Structures:

The structures and vocabulary should be selected, graded and presented systematically.

VI. Developing Language Skills:

A good textbook should develop all the four skills; listening, speaking, reading and writing.

VII. Exercises:

There should be sufficient and suitable exercises on each lesson.

VIII. Notes:

A good language textbook should have notes for the teacher and the student separately as to how to proceed with the lessons in the beginning of the textbook.

IX. Technical Aspects and Get up of the Book:

1. The price should be reasonable and within the reach of all the students
2. The binding should be strong.
3. The cover of the book should be attractive
4. The paper should be of good quality
5. The size of the book should be handy
6. There shouldn't be any printing errors

X. Teacher's Hand Book:

A good language textbook should be accompanied by the teacher's handbook which contains instructions regarding the use of the textbook.

LIMITATIONS IN THE EXISTING ENGLISH CURRICULUM CONSTRUCTION

1. The teaching of English language in secondary schools is more examination-oriented rather than equipping the students with the necessary competencies in language skills.
2. The emphasis is on transferring information, but not on providing experiences in the use of language effectively in the day-to-day life.
3. The syllabus is bookish and gives scope for acquiring knowledge, but not for applying it.
4. It is not providing the variety in the complete form, i.e. the individual needs, interests and capacities for learning are not being satisfied.
5. The process of evaluation in school curriculum is defective. The different skills of language learning are not properly attempted while testing the pupil's comprehension or expression in the target language.
6. The present curriculum is not very much helping the students to develop communication skills and effective use of English language in our daily life.

PRACTICE TEST

Choose the correct answer.

1. The price of the textbook should be

- A. Cheap
- B. Fixed
- C. Reasonable
- D. Changeable from time to time

2. A Teacher's Handbook contains

- A. Instructions regarding the use of the textbook
- B. Key to all the questions and exercises
- C. The teacher's time table
- D. All the above

3. Curriculum is a plan that provides the students

- A. Learning opportunities
- B. Guided experiences
- C. Planned learning environment and instruction.
- D. All the above

4. Taba's popular model which is used in the curriculum construction has ____ steps

- A. three
- B. five
- C. seven
- D. nine

5. The first step in the Taba's model of the curriculum construction is
- Formulation of objectives
 - Diagnosis of needs
 - Selection of content
 - Organization of content
6. A good English textbook may not generally exceed about _____ pages
- 50
 - 100
 - 200
 - 400
7. The word 'curriculum' is derived from the _____ word 'Currere'
- Greek
 - Sanskrit
 - French
 - Latin
8. 'Currere' means
- Career
 - A thing that cures
 - Race Course
 - None of these
9. Which of the following is not a principle of curriculum?
- The curriculum in English should contain subject matter only
 - It should include the totality of experiences a student faces
 - There should be enough variety in the curriculum to allow for individual differences, needs and interests
 - The curriculum includes the aims and objectives
10. Which of the following is a principle of curriculum?
- Totality of Experiences
 - Variety
 - Inter-relation of subjects
 - All the above
11. The curriculum should be designed to train the students for
- academic work
 - leisure
 - both academic work and leisure
 - None of these
12. There must be _____ between English lessons and other school subjects.
- no relation
 - a gap
 - correlation
 - indifference
13. The curriculum in English should include the totality of experiences a student faces in the
- classroom
 - library
 - playground
 - All the above
14. The curriculum should be _____
- rigid
 - flexible
 - unchanging
 - permanent
15. The textbook is a _____ for the teacher and a _____ for the student
- memory aid, guide
 - guide, memory aid
 - memory aid, tool
 - guide, counselor
16. It is Curriculum is like a /an _____ of a textbook
- foreword
 - bibliography
 - preface
 - index
17. The subject matter in the textbook should be according to the age and mental level of the
- students
 - teachers
 - Both A and B
 - None of these
18. In the beginning of the book, the lessons must be
- easy
 - simple
 - complex
 - Both A and B
19. The complex lessons should be
- In the beginning
 - In the middle
 - In the end of the book
 - anywhere in the textbook

20. The structures and vocabulary of the English textbook should be
- selected
 - graded
 - both A and B
 - None of these
21. A good language textbook should have notes for the teacher and the student
- in common
 - separately
 - There is no need for notes for the teacher as well as the students
 - None of these
22. The cover of the book should be
- plain
 - attractive
 - colourful
 - both B and C
23. A good language textbook should be accompanied by
- the teacher's handbook
 - the student's handbook
 - the key
 - None of these
24. The present process of evaluation in school curriculum is defective because it mostly tests the students' _____ skills only
- listening
 - speaking
 - reading
 - writing
25. The size of the textbook should be
- handy
 - big
 - small
 - of any size

KEY TO PRACTICE TEST

1. C	2. A	3. D	4. C	5. B
6. C	7. D	8. C	9. A	10. D
11. C	12. C	13. D	14. B	15. B
16. D	17. A	18. D	19. C	20. C
21. B	22. D	23. A	24. D	25. A

CONCEPT AND PROCESS**Assessment Vs Evaluation**

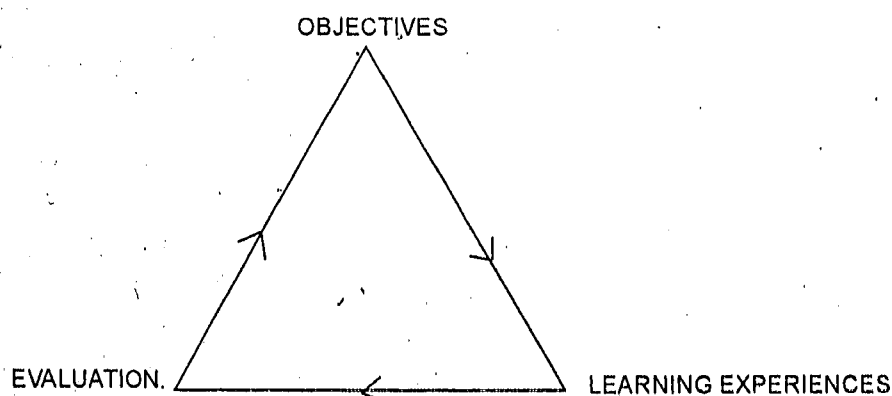
Assessment is a process in which you make a judgment about a person or situation, or the judgment you make

Evaluation is a judgment about how good, useful, or successful something is

The process of Evaluation has been developed by Dr. B. S. Bloom, the famous educationist of Chicago. He brought the concept to India in 1958.

Evaluation is a continuous process of teaching-learning activity which takes into consideration the educational objectives and the learning experiences provided by the total system of education.

There is a tri-polar relationship among three elements, namely Educational Objectives, Learning Experiences and Evaluation



Evaluation measures the qualitative and quantitative aspect of the behavior

Evaluation covers all aspects of the personality

Tests are the tools of evaluation

TYPES OF EVALUATION**Diagnostic Evaluation:**

It is usually done at the beginning of the teaching learning process in order to find out the strengths and weaknesses either at individual or at class level. It determines the causes of learning problems and formulates a plan for remedial action.

Formative Evaluation:

It provides feedback at the appropriate stages of teaching-learning process which helps on making changes in the curriculum. Formative evaluation is done during the teaching learning process to evaluate

1. Student's learning
2. Effectiveness of teaching
3. Curriculum and the courses
4. Curriculum materials
5. The learning environment

Summative Evaluation:

The term 'summative' refers to assigning a grade for student's achievement at the end of the term, course or instructional programme. Summative evaluation is concerned with making judgments about a finished product or process. Terminal and Annual examinations, whether internal or external, are good examples for summative evaluation.

TOOLS OF EVALUATION

1. **Written Examination:**
 - i. This is also called paper and pencil test
 - ii. It may be of many types. E.g.; Essay Type, Short Answer Type, Objective Type Test etc.
2. **Oral Examination:**
 - i. It is mostly used in lower classes
 - ii. It is called viva-voce examination at higher classes
3. **Practical Examination:**

This is generally conducted in science subjects like Botany, Zoology, Physics, Chemistry etc., to test the experimental skills.
4. **Observation:**

The student's behavior is observed in natural or artificial situations
5. **Interview:**

It is conducted to get information from the candidate face to face
6. **Questionnaire:**

To know the interests, attitudes of the individual, questionnaires are prepared. Here, the candidate has to answer a series of questions
7. **Rating Lists:**

Rating Scales provide an opportunity to indicate the degree to which a characteristic is present
8. **Checklists:**

The Checklists call for a simple 'Yes' or 'No' judgment.

QUALITIES OF A GOOD TEST

1. A good test takes into account the aims and objectives of teaching English
2. **Validity:**

A test is valid when it actually tests the objectives it intends to test.
3. **Reliability:**

Reliability of a test is determined by its consistency in results. It should score even if it is examined different persons at different times. The test that gives different results on different occasions is not reliable. The more similar the scores are the more reliable the test is.
4. **Practicability:**

While preparing the test, the teachers should see that the test prepared by them should be practical for administration. The test should be neither too long nor too short. An average student should be able to complete it within the stipulated time. It should keep the students busy all the time.
5. **Objectivity:**

A good test should be objective and specific in nature. The responses expected from the student should be stated specifically in scoring key so that it will yield the same score irrespective of the examiner who values the answer script.
6. **Scorability:**

The test paper should be supplemented with the scoring key and marking scheme. It should not create any ambiguity in scoring. It should provide scope for scientific valuation. The scoring system should be easy and fair.
7. **Clarity:**

The questions in a test should be precise and clear. Clear instructions should be given to the student
8. **Difficulty Level:**

The test items should neither be too easy nor too difficult. They should cater to the needs of the high achievers, average achievers and low achievers.
9. **Test Items:**

Test items should be spread over all units and all learning objectives. They should cover the whole syllabus.

TYPES OF TESTS

- 138 **Achievement test:** It measures what learners have learnt on a language course - usually given at the end of the course
- 138 **Diagnostic test:** It identifies learners' strengths and weaknesses. Helps teachers to make decisions about what needs to be taught
- 138 **Objective test:** It is scored according to 'right' or 'wrong' answers, i.e., non-judgmental on part of examiner or multiple choice questions.
- 138 **Placement test:** It is used before the beginning of courses, to determine learners' language levels and based on this information 'place' them in the classes most appropriate for them
- 138 **Oral test:** It measures learners' speaking abilities
- 138 **Proficiency test:** It measures language ability and based on what is needed for a particular purpose, English for secretaries, English for car mechanics etc.
- 138 **Progress test:** It measures learners' progress during a language course
- 138 **Subjective test:** When compared to objective tests, the examiner judges learners' answers
- 138 **Summative test:** The end of year/end of course test measuring learners' overall achievement of course objectives

CONSTRUCTION OF A SCHOLASTIC ACHIEVEMENT TEST (SAT)

Scholastic Achievement Test (SAT) is a tool to measure the scholastic achievement of the learner. While preparing test items for an achievement test, the teacher should see the due weightage is given to various aspects.

1. **Weightage to Objectives:**
 - a) Knowledge
 - b) Comprehension
 - c) Expression
 - d) Appreciation
2. **Weightage to Content:**
 - a) Prose
 - b) Poetry
 - c) Elements of language:
 - i) Structures
 - ii) Vocabulary
 - iii) Pronunciation
 - iv) Spelling
3. **Weightage to Form of Questions:**
 - a) Essay Type
 - b) Short Answer Type
 - c) Very Short Answer Type
 - d) Objective Type
4. **Weightage to Difficulty Level:**
 - a) Difficult
 - b) Average
 - c) Easy

Blue Print:

Keeping in view the weightages to the above four aspects, the teacher should prepare an integrated weightage table known as 'Blue Print'. The Blue Print is a document that gives a complete functional picture of the test. It shows the distribution of all the questions to the different aspects and also the distribution of marks to each question.

61. Identify the part of speech of the word underlined in the following sentence.
He bought a gold ring for his wife. (2)
(1) Noun (2) Adjective
(3) Pronoun (4) Conjunction
62. Identify the sentence that shows the speaker's past habit. (3)
(1) I went to the cinema every day.
(2) I had to go to the cinema every day.
(3) I used to go to the cinema every Sunday.
(4) I go to the cinema every Sunday.
63. Identify the active form of the sentence. (4)
'She likes being admired.'
(1) She likes admiring others.
(2) She likes to admiring others.
(3) She would like if she admired others.
(4) She likes people admiring her.
64. 'Anil is not taller than Ravi.' If you change the above sentence, into the positive degree correctly, you will get (1)
(1) Ravi is at least as tall as Anil.
(2) Ravi is as taller as Anil.
(3) Ravi is taller than Anil.
(4) Ravi is so tall as Anil.
65. Match the words and their categories. (3)

Words	Categories
(a) used	(d) modal auxiliaries
(b) to be	(e) full verb
(c) can	(f) principle auxiliaries

(1) (a)-(d), (b)-(e), (c)-(f)
(2) (b)-(f), (a)-(d), (c)-(e)
(3) (a)-(e), (b)-(f), (c)-(d)
(4) (c)-(e), (a)-(d), (b)-(f)
66. Identify the correct question tag for the statement.
Ram and his wife put a lot of money in the donation box last year. (4)
(1) Don't they? (2) Do they?
(3) Didn't he? (4) Didn't they?
67. 'She is too weak to walk.' (1)
If you change the above sentence into a complex sentence correctly, you will get
(1) She is so weak that she cannot walk.
(2) She is so weak and so she cannot walk.
(3) She is very weak and she cannot walk.
(4) She is weak but she cannot walk.
68. Identify the sentence that contains an adverb clause of concession. (2)
(1) Note down the date, lest you will forget.
(2) Although he noted down the date, he forgot to attend the meeting.
(3) Although he noted down the date, but he forgot to attend the meeting.
(4) Note down the date, or else you may forget.
69. Identify the correct words in the following blanks.
Co-curricular activities must be related to academic work and supplement (c)
(1) (a) about, (b) an, (c) them
(2) (a) to, (b) a, (c) those
(3) (a) about, (b) the, (c) these
(4) (a) to, (b) the, (c) it
70. (a) He went to the post office. (1)
(b) He bought some postal stationery.
If you combine the above sentences correctly you will get :
(1) He went to the post office to buy some postal stationery.
(2) He went to the post office to bought some postal stationery.
(3) He went to the post office in order to buy some postal stationery.
(4) He bought some postal stationery, so he went to the post office.
71. Read the following four parts of a sentence (c)
(a) For when verse is read aloud
(b) It is the ear
(c) Which is the true test of verse
(d) Not the eye
(e) It sounds different from prose
Now place them in the correct order to make a grammatically correct sentence.
(1) (b) (c) (d) (a) (e)
(2) (b) (d) (c) (a) (e)
(3) (b) (a) (c) (e) (d)
(4) (b) (e) (c) (a) (d)
72. While writing a precis of a passage, you must reduce the passage to (2)
(1) half its length (2) one-third its length
(3) one-fourth its length (4) one-fifth its length
73. She said to him, "Are you coming with me or not?" (1)
If you report the above sentence correctly, you will get
(1) She asked him whether he was coming with her or not.
(2) She told him whether he was coming with him or not.
(3) She said to him if he was coming with her
(4) She asked to him whether she was coming with him or not.
74. Identify the meaning of the phrase underlined in the following sentence. (2)
The bus broke down on the ghāt road.
(1) stops
(2) stopped due to mechanical failure
(3) was damaged
(4) met with an accident

75. Identify the synonym of the word underlined in the following sentence. (3)

The patient's deteriorating health condition became enigmatic to the doctors as days passed.

- (1) anxious (2) chronic
(3) puzzling (4) wobbling

76. Identify the antonym of the word underlined in the following sentence. (4)

At school, the boy had an erratic behaviour.

- (1) incredible (2) ecstatic
(3) fantastic (4) right

77. Identify the sentence that contains a noun clause. (2)

- (1) Tell me why did you go there?
(2) How he earns money is a mystery.
(3) Although he earns money, no one knows how.
(4) In spite of his earning money, no one knows how.

78. Identify the adjective clause that can replace the underlined part of the following sentence. (3)

They visited a village without any inhabitants.

- (1) They visited village with no one living there.
(2) They, who visited a village, without any inhabitants.
(3) They visited a village where there were no inhabitants.
(4) They visited village with no inhabitants.

79. Check the correctness of the two sentences given below. (4)

- (a) That company provides equal opportunities to women.
(b) Great is the struggle, and great is also the prize.

- (1) Both the sentences are wrong.
(2) Both the sentences are correct.
(3) Sentence (a) is correct and sentence (b) is wrong.
(4) Sentence (a) is wrong and sentence (b) is correct.

80. How do you disagree with the negative statement given below? (1)

Didn't you receive my e-mail yesterday?

- (1) No, I didn't. (2) Yes, I didn't.
(3) No, I did. (4) Yes, I haven't.

81 to 84: Read the following passage carefully and answer the questions given below it.

The first thing the children wanted to do at the zoo was to ride an elephant. They were frightened as they climbed the ladder to take their seats on the swaying back of the huge beast. Elephants look like

awkward creatures as they move along heavily, the legs covered with loose folds of tough skin and the trunk swinging from side to side in search of food or drink. An elephant has great strength due to which it can drag heavy loads with ropes, but it can also use its trunk to pick up small articles such as coins or nuts from the ground.

81. Where is the elephant? (3)

- (1) At the school (2) At a circus
(3) At the zoo (4) At the forest

82. Which word in the passage describes the elephant? (4)

- (1) swaying (2) tough
(3) loose (4) awkward

83. What does the elephant use to search for food or drink? (1)

- (1) Its trunk (2) Its legs
(3) Its body (4) Its skin

84. Identify the correct statement about elephant's skill. (1)

- (1) It cannot move heavy things
(2) It can pick very small things from the ground
(3) It can see things at a great distance
(4) It is a huge beast

85. How many syllables are there in the word 'matches'? (1)

- (1) one (2) three (3) four (4) two

86. How many language skills does an educated person learn? (add score)

- (1) four (2) three
(3) only one (4) two

87. How many sounds are there in the English language? (1)

- (1) forty (2) forty-four
(3) forty-five (4) twenty-four

88. Why are 'some' poems included in English Readers? (1)

- (1) To teach poetic words
(2) To let pupils learn meter and prosody
(3) To help pupils to read them and enjoy
(4) To help pupils to identify figures of speech

89. In a language question paper, how much weightage may be given for 'KNOWLEDGE'?

- (1) about 80% (2) about 5%
(3) about 60% (4) about 20%

90. To which category does a TV belong as a teaching aid?

- (1) Audio-visual aid (2) Audio aid
(3) Visual aid (4) Authentic aid

